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THE

MICHIGAN TEACHER;

ORGAN OF

The State Teachers' Association,

AND OF

The Department of Public Instruction.

1642

"The True Education is Practicable only to the True Philosopher."

WILLIAM H. PAYNE, Resident Editor, Ypsilanti,
C. L. WHITNEY, Associate Editor, Dowagiac.

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LAST WORDS.

It is with devout gratitude to God that we take the pen to write the words which shall close the first volume of *The Michigan Teacher*. An enterprise begun in great doubt and perplexity, and severely taxing time and strength already occupied, has been brought to a conclusion far more favorable than we anticipated; and during these long months of toil an unseen hand seemed to lend its guidance, removing difficulties and providing needed assistance.

Although this work has at times interfered with health and needed recreation, it has indeed been a labor of love, and it is this which prompts us to go on with the enterprise for another year. To all who can freely and heartily assist us we shall be ever thankful.

THE

MICHIGAN TEACHER.

VOL. I. NILES, JANUARY, 1866. No. 1.

FIRST WORDS.

IN assuming the management of this Journal, it seems due both to our readers and to ourselves to make a brief statement of the principles which shall guide us in the prosecution of our work; and of the objects we hope to aid in promoting. An aimless life is of necessity a failure; and any attempt at journalism will not be likely to result successfully unless there be a concentration of effort and a steady adherence to some settled line of policy.

We have adopted for our motto a sentence from Herbert Spencer which presents a brief, but clear statement of our educational belief.

It seems not a little singular, that while a rational method is pursued in almost every other department of human industry, in teaching, the rankest empiricism prevails; that while the Physician and the Farmer can secure definite results only by working in accordance with the never varying laws which control all activity, animate and inanimate, the Teacher must work at random, and leave to chance the results of his labors. This is the same as saying that Educational Science is an impossibility, or that God has given definite laws for the regulation of material phenomena, but none for the development of mind. It is hardly possible that a person of the least reflection could give his assent to a doctrine at once so absurd and so impious; yet this is virtually done by multitudes who claim to be both intelligent and pious.

Not long ago, in a neighboring city, the following question was proposed for solution: *How can our citizens be supplied with pure water from lake Michigan?* The successful solving of this problem involved the health, happiness and prosperity of thousands of human beings, as well as the expenditure of immense sums of money. With so much at

stake, therefore, it was a wise thing to deliberate long and well upon the best plan to be pursued; and, accordingly, before a blow was struck or a dollar expended, a plan of this gigantic enterprise, with all its details, was adopted. It is not too much to add, that the Engineer who has this work in charge, as clearly saw the end from the beginning, before a spadeful of earth was removed from its place, as he will when the last brick is laid, and the whole scheme is accomplished. The successful issue of any undertaking of this sort implies at least three things — a definite conception of the end to be reached — a recognition of the fact that all material movements are regulated by fixed laws of constant unformity — and a suitable adaptation of adequate means.

If a rational method is to be pursued in the school-room then, it is of the first importance that the teacher should know what he ought to accomplish. Most teachers would feel like resenting an intimation that they did not know what they had engaged to do; yet it would sorely puzzle multitudes of them to give a satisfactory answer, at least with any minuteness. They might say in a general way that they were to teach, to educate, to keep good order, &c.; but the very vagueness of their replies is sufficient evidence of their inability.

Again, there must be a thorough knowledge of the laws which control educational forces. Here the ignorance of multitudes is entirely profound. Not only is the name, as well as the nature of such laws unknown, but their very existence has never been suspected.

The confession is an humiliating one, especially whem made in a public journal; yet it must be made because it is true, and for the reason that the fact must be clearly apprehended by every teacher in the land, before any substantial progress can be made in teaching. There is more quackery in this profession than in any other practiced among men. In other words there is no calling in which there is so little dependence placed upon scientific truths for the accomplishment of definite results.

If THE MICHIGAN TEACHER shall have any distinctive feature, it will be that in all its discussions it shall aim to rest its conclusions on scientific truths; and as far as it shall have ability, to assist in developing the laws which underlie the art of teaching, and which constitute the Science of Education.

In the criticism of educational works, it is our purpose to pursue an independent course, discussing with candor, and without fear or favor, the merits of such books as seem worthy of notice. It is certainly a matter of profound regret, that so little discrimination is used in the criticisms which usually appear in our Educational Journals. It has

seemed to us that such notices were written when spectral booksellers were peering over editors' shoulders, dictating terms of commendation, and threatening displeasure and consequent loss of patronage whenever their manhood prompts an adverse, though honest expression of opinion. We fully understand that in these days when printers make large bills without compunction, advertising patronage is not to be despised; yet we hope this will never tempt us to withhold our candid opinion of every work under consideration.

In this department we shall avoid, on the one hand, the mere "notice," which conveys no information besides the mere facts of publication; and, on the other, the labored "review," which few would have patience to read.

We realize that if the TEACHER is to be a welcome guest in the school-rooms of our State, it must present a readable selection of news items; and in the department of Educational Intelligence we hope to collect from all portions of the State such items as seem to be of general interest.

Finally it is our desire and purpose to make THE MICHIGAN TEACHER worthy of its name and mission; and although the enterprise has been begun under some embarrassments, we shall try very hard to succeed; and if a like determination shall possess those who ought to be its friends, even a failure will reflect no discredit upon the cause, or upon those who have its prosperity at heart.

THE STATE NORMAL SCHOOL.

PROF. Welch, long the honored head of this institution, has recently resigned his position; and now the question of his successor is earnestly discussed in every circle where the influence of the school has been felt. It must be admitted at once that it is a difficult matter to fill this vacancy; or, in other words, it is a hazardous step to succeed a man who has so long enjoyed the unlimited confidence of his students, and to assume the management of an institution involving such vast interests, and therefore making such constant requisitions upon the ability and experience of its Principal.

We have sometimes feared that the authorities who have this matter in charge might fall into an error which has become too common, of supposing that a man suitable for such an important position could not be found outside of New England or of New York. It is impossible to see the utility, or even the justice of going abroad for that which can be found at home; and we believe we but express the honest

convictions of thousands, in saying that Michigan can furnish men who are fully competent to manage her Normal School with honor and success. What need is there of even going out of the school itself, for the successor of Prof. Welch, when such a man as Prof. Mayhew can be found there. This gentleman, besides being eminently qualified for the position, is a universal favorite among the students, and would therefore be most likely to conduct the school with ease and success.

NOTA BENE.

THIS volume of the TEACHER will contain ten numbers, as no issue will be made during the summer vacation. As this is a season when schools are not in session, and teachers are generally abroad, and thinking of other matters than their school-rooms, it is believed that this interruption will occasion no loss to any one. Besides this, its editors are also teachers, and as such, deem themselves worthy of a vacation with their fellows.

The subscription price of the TEACHER will be $1.25. In common with others whose opinions are entitled to weight, we think this is lower than can well be afforded; but as profit was not our motive for entering upon this work, we consent to fix this low price, that no one may have any reasonable pretext for not becoming a subscriber.

The unexpected amount of advertising which has been sent in, is more than sufficient for the extra sheet which was provided for this purpose; and by this means a slight encroachment is made upon space designed for other matter. We shall constantly consult the interests of our readers in making every improvement warranted by the patronage received; and with this understanding we announce our intention of publishing at intervals portraits of distinguished Michigan educators, with notices of their history and services.

CONTRIBUTIONS TO GEOGRAPHICAL METHODOLOGY.

INTRODUCTION.

IT is the aim of the present series of papers to indicate the fundamental principles of a correct geographical methodology, and to trace some of their more important applications. Such principles are to be derived from two sources — spring from two sets of considerations. In the first place a true method must be based upon the nature

of the subject matter; in the second upon the degree of mental development in the pupil — that is, the principles of method are both *material* and *formal.* Each complements the other, neglect of either will lead to one-sidedness. Under the expression a "correct method," said Diesterweg recently,* "more is to be understood than logical operations, didactic principles, systematic procedures; how the teacher proceeds, how he works on the pupil, how he treats object and subject, all belong to 'method.'"

In forming then a geographical method we need to attain a clear and adequate conception of the nature of geography. Only thus can we determine what constitutes its subject matter — what its amount shall be — what are its classifications. Equally important will it be to consider the nature of the pupil or our teaching will lack adaptation to the laws of psychical growth.

But it may be asked what relation is to subsist between the formal and the material principles? Are they equal at all periods of growth, or does their importance vary in different stages?

Assuming that the aim of earlier teaching should be mainly disciplinary — formal — and that as the school-life advances this formal aim is to be gradually subordinated to the material the answer to these questions is obvious. In a method adapted to the earlier grades of development formal elements must predominate — in the later grades material. But yet even in the earlier grades the method will lack unity and purpose if the nature of the subject taught is not kept steadily in view. It may never become actual matter of instruction, yet it must exert a controlling influence on that instruction. Undoubtedly one of the many causes of the low condition of geographical instruction in the schools is the failure to form an adequate and correct conception of its nature.

Hence as the very first step in teaching geography cannot be taken without an understanding of its nature, we commence by a discussion of this question. Having determined what geography is and what constitute its facts, we must next enquire into the classification of these facts. Next, from a combination of these principles with the laws of psychical growth, a method must be evolved and its practical working illustrated.

Since every subject of instruction implies the means of instruction, either by books or drawings, or both, it becomes a necessity that these be so prepared as to harmonize with and promote the application of true methodical principles. Hence it will not be out of place to consider

*Pädagogisches Jahrbuch, 1865.

what characteristics will constitute a good geographical text-book or atlas, and to point out what existing productions conform to these.

Such are the main topics that will come under discussion. While the views brought forward will be those which a long experience has convinced the author are true, yet in a majority of cases they are his only by adoption. He has benefitted largely by the labors of others in this field, and more especially must he own his obligations, in this respect, to the rich literature of Germany. In no other country has it been so enthusiastically studied — it could not be otherwise in the country of Ritter, Humboldt, and Ludde. J. G.

YPSILANTI, Oct. 18th, 1865.

THE STATUE OF HORACE MANN.

MASSACHUSETTS has done honor to herself in erecting a bronze statue to the memory of one of her noblest sons and greatest benefactors, Horace Mann. This statue was erected in front of the State House, on the left of the main entrance, directly opposite the statue of Daniel Webster. The ceremonies in connection with this deeply interesting occasion took place on the 4th of July, at 8 o'clock, A. M., in the presence of a vast concourse of people, including many of the contemporaries and personal friends of Mr. Mann, and hundreds of school children. This statue is the work of Miss Emma Stebbins of Rome, and was cast in bronze at Munich. It is about nine feet in height, and cost about $9,000. It is erected on a beautiful and appropriate pedestal of brown stone, which cost about $1,500. It is a noticeable fact and alike complimentary to Mr. Mann and his admirers, that the fund raised for this statue was contributed very largely by persons in the humbler walks of life — by teachers and children in the public schools. It is also worthy of mention that the cost of the pedestal was raised by the State Legislature. The audience was assembled upon the portico of the State House, on the steps leading to it, and in the enclosure in front. The opening address was made by Dr. Samuel G. Howe, the chairman of the committee. At the conclusion of his remarks the statue was unveiled to the multitude amid great applause. Miss Maggie P. Walker, a little daughter of James P. Walker, then ascended the platform and placed a wreath of laurel upon the head of the statue. His Excellency, Governor Andrew, then addressed the assembly. After a brief sketch of the principal events in the life of Mr. Mann, the orator closed as follows: "Not for his sake therefore,

but for ours, and for our childrens, in the name of Massachusetts and in behalf of her people, of the revered cause of learning and the holy cause of liberty, I inaugurate this monumental effigy of Horace Mann. Here it shall stand, mute but eloquent, in sunshine and storm. On the brow of Beacon Hill, in front of the capitol of the commonwealth, side by side, the statues of Webster and Mann will attract the gaze of coming generations, defying the decays of time, long after these living men and women who assist in this day's ceremonies shall have slept in the dust with their fathers.

"On the one hand is the statue of Daniel Webster, the great jurist, the great statesman, the great American. On the other hand is the statue of Horace Mann, the teacher of philosophy in its application to politics and to popular learning — whose constituency was mankind. The rising sun of the morning will turn from the purple east to salute his brow; and when his golden orb ascends to the zenith, shining down from on high in the heavens, he will wrap and warm them both with generous embrace in his lambent love and glory; and when at last the god of day is descending beneath the horizon, his expiring rays will linger upon the brow of Webster."

Addresses were also made by John D. Philbrick, Superintendent of the Public Schools of Boston; and by Rev. Thomas Hill, President of Harvard University. The ceremonies were concluded with the singing of "America," followed by the benediction by Rev. Dr. Stebbins.

We are indebted to the *Massachusetts Teacher* for an account of these interesting services, and through it to the *Boston Journal.*

CHARITY.

THERE is much small cruelty practiced by many teachers, when nothing but kindness is intended. In well meant efforts to break children of faults, almost fatal blunders are committed by teachers and parents. About falsehood, disorder, idleness, etc., there are no doubts; these are wrongs that must always be discountenanced and rebuked, but beyond these acknowledged evils there are many undesirable traits in children that should never be treated as faults. Natural traits must not be confounded with acquired habits. Some weaknesses of mind we should avoid noticing as much we would a physical deformity. There are personal peculiarities that we have no more right to rebuke in the child than we would the color of his eyes. This peculiarity is so much a part of himself, that reproof always results in discouragement or obstinacy.

Many a child is a silent sufferer because of some little trait that it would give the world to be rid of. Direct the attention and help the little one to forget that its manners are disfigured by that blemish, and you will do an untold good. A nervous twitching of the mouth was always increased by telling a little girl, possessed of it, to keep her face still, and not act so affected. Brave little Sammy, who was heartily ashamed because he cried so easily, was made happy and cured of the fault by the new teacher, who always looked the other way when the tears rose, and called the boy a brave little man, when it could be honestly done. A teacher was heard to say, "I am so decided in my likes and dislikes that the ways of that child annoy me. It is a good child, not ill-mannered, but I cannot like those ways." Now what right have we to set up and decide that a child must be free from some "ways" in order to win our love; ways more innocent than our own, which are very likely artificial, while his are natural.

These "ways" are what distinguish one character from another, and prevent society from becoming one mass of insipidity. In schools where manners are learned by rule, and thinking done according to mode, affectation and deception are paramount.

The mother, with innumerable precepts of when and how to laugh, how to hold the hands and carry the head, made a Miss Prim of one that nature designed for a pretty girl.

Working against an undesirable trait often excites it to unnatural growth. How many strong wills have been confirmed in obstinacy by the constant efforts of parents to break them. God, who gave the will, alone has the right to break it. We should direct it, train other and more beautiful traits to grow up around and overshadow it, that will be needed in life. No virtuous manhood or womanhood can exist without it. What we think faults, are often virtues showing themselves in some original way. If we would have beauty and variety in the moral world, these individualities must be permitted to grow. Education should make individuals unlike, and the better the education the more distinguishing the characteristics. Do you see much variety of expression on the countenances that peer out of the windows of that emigrant train? Turn now to the "intelligent audience" and say if you see not more difference in those faces.

"Every individual has a right to his peculiarities;" every teacher that endeavors to destroy them, works against Nature's plan.

Dr. Dio Lewis says no disease is local. To remove a disease, the general health must be remedied. Is there not something like this in the moral world? Let the individual feelings alone. Purify the heart

and poisons shall not grow out of it. Make what is virtuous and noble appear more desirable than all things else, and we may say to our pupils with safety to themselves and to society, "In your intercourse with the world be natural. Forget self. Don't try to form your manners. Laugh just like yourself. You might laugh as Washington did, without showing his teeth, if you had just such a mouth and just such teeth." Good teachers forget that interrogation about the "mote in the brother's eye. Mutual criticisms are more plentiful than "mutual admiration." Learn the beautiful charity of a most successful teacher who could always discover some advantage in every teacher's method, and something lovely in the peculiarity of every child. HAPPY.

SOMETHING ABOUT TEACHERS.

A NOTED professor in a medical college asked me the other day, why it was that in an epidemic which had prevailed in a certain boarding-school, the cases of sickness among the teachers were so much fewer in proportion to their number than among the scholars. I did not express my amusement that he should know so little about the position and duties of boarding-school teachers, nor laugh because his conversation betrayed so much ignorance of the practical working of our systems of female education. Being so unfortunate as to be a man he never had the opportunity of "going through the course" at a "first class" boarding-school, and being so much more unfortunate as to have no daughters to educate, he missed the chance of doing it by proxy; so his ignorance was slightly excusable. I gave him an explanation that I trust savored enough of philosophical truth to commend itself to his judgment, but I did not tell him all the thoughts which his inquiries suggested. Reader, I should like to tell some of them to you, with the hope that some faithful teacher may profit by your knowledge.

A teacher is never expected to be sick. In the conditions of the engagement there is a tacit injunction laid upon her that her health and strength shall be equal to all duties and cares. Her powers of body and mind must always be in that fresh, vigorous state that no possible emergencies or unexpected demands shall find her unprepared or hesitating, whether the call be for school discipline, mental culture and scientific attainments, or faithful guardianship, moral and social training, nursing the sick and comforting the sorrowful. She must have an inexhaustible fund of good spirits that shall make her

the centre of the social circle, the suggestor and leader in an indefinite number and variety of games and plays, that are to be entertaining and unexceptionable. She must have an original talent for tableauxs, charades, private theatricals, Christmas trees, &c., so that in the greatest dearth of material and upon the shortest notice, a brilliant entertainment may be "gotten up" for any school holiday. She must be so vigorous that in the darkest and dreariest winter mornings, her very presence shall make others believe that it is bright and warm, or in the hottest of midsummer afternoons her cheek must be so cool and fresh and her step so elastic that no pupil can say "It is too hot to study." If she has lost half her night's sleep by the bedside of some suffering girl, left her breakfast half-eaten on her plate because she could not obey the injunction — "eat what is set before you;" if she has given the earlier hours of the morning to the interest of a large family of affectionate but wayward and thoughtless girls, is this to hinder her from going to the class-room with the sweetest face, the most amiable, patient temper to translate Butler's involved sentences into simple, modern English, to look straight through the most knotty example in Algebra, to make the way through a demonstration in Euclid a path of roses to some unmathematical brain, or to take from the hesitating lips of a blundering reader some passage from the Latin poet and hold it up to her astonished gaze in its fresh, immortal beauty? That must be a hard headache which over-masters the brain in the school-room, a weary foot that will not hasten up stairs when a few minutes late for the class, a tired hand and heavy eyelid that will not minister to the sick, a halting tongue that has no word of counsel or affection. Isn't firm health the first great requisite in a teacher's qualification? And once started on the school session, can she ever have time to be sick? Thackeray says that even the best of women are hypocrites sometimes. Oh, reader, class the boarding-school teacher among the very best of them, if she invariably reply, "Very well, I thank you," to all inquiries after her health, though her temples may be throbbing, her head dizzy with pain. Nay, she is no hypocrite; she does not even know she is sick, so little thought can she take for herself, until she breaks down entirely. And nature helps on the deception, for she is more lenient to endure a heavy strain upon the system, more good-natured to rally from severe fatigue and overtasked powers, than from any violent and sudden attacks upon her strongholds, any rash exposure of her weak points. To be sure, she revenges herself at last by a complete break-down of the health, the fastening of

some obstinate chronic disease; but then the school engagement ceases and the teacher has a right to be sick.

And while these constant demands are made upon the teacher's intellect, character, affections, health, her whole nature,— what chance has she for replenishing her exhausted stores and refreshing her energies? More than any one does she need a fresh, healthy, social influence. Constantly coming in contact with minds less cultured, characters less matured than her own, her very position among them naturally develops disagreeable traits, or warps her nature into a one-sided growth, unless she constantly guards against the tendency. School order and discipline necessarily give importance to regulations and requirements that would otherwise be trifling, and so many unimportant things come to be right or wrong, that she is in danger of confounding the relative with the absolute. The petty details to which she must give her attention are apt to make one near-sighted, if the eyes do not sometimes look beyond; the watchful and critical oversight of others is not always healthy for one's self. There is danger in obscuring one's ideal in the attempt to realize it in the homely, practical duties of such a life. And few can bear for any length of time, without feeling the effect, such a constant pressure upon the nervous system, such a steady drain upon all one's resources. But too often her social enjoyments are limited. Too seldom does a genial, inspiriting friendliness call her into society that makes her forget she is a teacher. Too little recreation that is not professional comes to her. The wonder is that she does not become as hard and stern and prim as she is sometimes represented to be.

For her help in these difficulties, her safeguards against these dangers, she must depend upon something outside herself. A consciousness of the danger and an elastic, buoyant temperament may help her much, but she must look to others for assistance. Did it never occur to you that the refinement and culture, good breeding and taste, which you require in the teacher to whose care you commit your Nellie and Maggie, might have had its growth in a home of as much refinement as your own? That the education, talent and accomplishments required in her position are worth just as much as they would be in your own daughter, fit her equally for the enjoyment which the world offers, and make it just as hard for her to starve on the husks and chaff of a monotonous, confined life? What have you done to save her from growing cold, formal and grave? When at a seminary levee you have pleased yourself with playing the agreeable to a merry girl whose intelligence and vivacity entertained you, have you not been conscious of a slight

change in your feelings, a little disappointment, when some chance word betrayed that she was a teacher? Perhaps you were not aware of it, but she was fully conscious that your eye measured her by a different standard, that you judged her by a professional, not a womanly ideal; and though you spoke in very low tones, you may be sure she heard you when you asked the principal if such a teacher did not find it hard to secure respect and obedience, or slyly whispered to a roguish girl your opinion that such a teacher was not very hard upon her. Probably few teachers in their earlier experience have not found their youth, good spirits, or girlish manners and sympathies prejudicial to their professional interests. Not among their pupils,—blessings on the affectionate, fresh-hearted school-girls! but among the papas, mammas, school committees, trustees, &c. The writer remembers a serious complaint made with a grave face to the "president of a board," against a teacher whom he employed, because she wore her hair in curls, "It was so undignified." And when a worthy judge brought his daughter to school, he happened to surprise these curls in full chase round the play-room in the game of blind-man's buff with the children, and the honorable gentleman was so shocked with the frolic and the obnoxious hair, that he conferred with the principal on the probability of that teacher being able to "manage" his daughter. Possibly that man's daughter learned that her teacher was to be respected and obeyed.

And when care and work have cropped off youthful excrescences, do you like her better? Will you not rather help her to be so good and genial and womanly that your children shall find sunshine in her presence? Don't talk to her of the responsibilities of her position, of her opportunities for good, of the sublime work of training souls for immortality. Don't she read such a lesson in every eager eye looking to her for instruction and counsel, in every trembling lip asking for sympathy or help? By the love that keeps her heart warm and the faith that holds feet unwearied, she knows and realizes more than you can teach her in a hundred sermons and lectures But let her share in your sympathy and your pleasant things; open to her your hearts and your homes, recognize her as a *lady*, not as a *teacher*, and by your appreciation of her work and her trials, your thoughtful remembrance of her peculiar needs and your wise and cheerful friendliness, help her to become what she should be, in all intellectual culture and womanly excellence.—*Springfield Republican.*

RETIRED ADJECTIVES.

NOW that the war is over, and newspaper correspondents are no longer under the necessity of sending sensational reports from "The Front" and "Headquarters," and other belligerent localities, we devoutly hope that two much-used and greatly-abused adjectives will be allowed to go into retirement with the armies and officers into whose service they have been so inexorably conscripted. There has not been an operation of the whole war which has not been described as "one of the most brilliant" feats on record, nor an officer whose deeds, and person, and particularly his "charges" have not been characterized as "splendid." These showy adjectives, which, like jewels, to be effective must be rarely used, have been so constantly employed that they have lost all significance; when we hear a load of hay described as splendid, and tearing up a railroad track in a hard rain storm as a brilliant feat, we can no longer attach any meaning to such epithets. Sermons are called splendid, stump speeches are brilliant; scenes of carnage, which make the cheek grow pale and the blood run cold, are brilliant, and a dinner of bacon and greens is a splendid entertainment. Splendor and brilliance can only be applied to things which shine and sparkle. Queen Elizabeth used to swear "by the splendor of God's teeth," which was a right royal profanity, and none of our clerical writers ever used the word except in connection with the Deity or his works. Milton speaks of a "splendid vassalage," but the word, which is full of power, when rightly used, has been degraded and vulgarized, since the outbreak of our war, by ambitious writers, who wished to invest the acts they described with special grandeur. Let us cease calling things splendid which are not deserving of the epithet; and, as for brilliancy, it ought not be applied to anything short of the rising sun, or a diamond. There is another word, too, which army correspondents in Virginia have rather spoiled by too frequent handling. When McClellan's army kept everything but rebellion quiet on the Potomac, we used to hear a good deal about the aristocracy of the south; every tumble-down old farm house on the Peninsula, or in the Valley of the Shenandoah, was a fine, old aristocratic mansion, and every owner of half-a-dozen ragged and ill-fed negroes was an aristocratic gentleman. There was no end to the aristocratic appendages of rebeldom; but latterly we have heard very little about aristocrats down south. Since the former slave-owners have become pensioners on the quartermaster's department, it is rather

too great a stretch of courtesy to call such dilipidated mendicants aristocrats. Now that the "fustest families" are compelled to dig or starve, it will be absurd to call them aristocrats any longer. Aristocrat is a word of no meaning at all on this side of the Atlantic, and we had better drop it from our vocabulary. A South Carolina planter sent a letter to the New York *Tribune*, which was published last week, complaining that northern newspapers hurt the feelings of Southerners by calling them chivalric in derision. But, as we did it only in derision because they called themselves chivalric in earnest, we had better drop it altogether. We do not imagine that any South Carolinian will ever again apply the epithet to the people of the palmetto state, or that any Virgininian will boast of his blood hereafter. The war has given us a good many new adjectives, and has destroyed a good many old ones. A new edition of Worcester is needed to note the change in our language. A foreigner, studying our language by the help of our current literature, would look into Webster and Worcester in vain to find a meaning for a good many of the words now constantly used by popular writers —*N. Y. Independent.*

CORPORAL PUNISHMENT IN SCHOOLS.

THERE are works of fiction which are valuable addenda to the ponderous labors of the historian. Such, certainly, are many of Sir Walter Scott's romances. The ever-changing scenes of national life which are pictured in the pages of Robertson and Hume, are illustrated and embellished by the finished figures and home scenes which adorn the tales of "Old Mortality" and "Ivanhoe." In like manner, but without presuming to hope for a like success, the writer of this article proposes to submit an old teacher's opinion on the subject of corporal punishment, which has already in this periodical been so ably, historically, and legally examined by previous contributors to the papers entitled "Pedagogic Life" and "Pedagogical Law."

The glorious uncertainty of the aforesaid law might also be pleaded in justification of this article, for while the use of the ferule is permitted by the highest legal authorities of Vermont and Massachusetts, the co-equal authority of Indiana, with a wisdom surpassing that of Solomon's, (if its conclusions are correct,) asserts, and Senator Dix, of New York, defends the contrary opinion. Under these circumstances, well may the bewildered school-master, or pedagogue as he is termed in the papers before us, exclaim with the ill-fated Desdemona,

"I do perceive here a divided duty;"

or, if irascible, as unfortunately some school-masters are, would he not be almost justified (on beholding, instead of a stable law, this Babel of conflicting opinions), were he to consign such uncertain sounds to oblivion, and do his duty according to his conscience, regardless of whatever unjust penalties might be imposed on him for so doing?

Therefore, with all due deference to the Supreme Court of Indiana it is the purpose of the writer to contend for the right of all principals of schools to inflict reasonable punishment upon the children committed to their care; and to indicate the crimes for which, and the manner, the way, and the place in which such penalty should be inflicted. But before proceeding with the direct elucidation of the argument, it is right to say that this paper is written in defense of all school-masters, public as well as private. It is assumed that it is the intent, even of the State of Indiana, that all her children should be educated, and certainly those who lack such proper training at home are most in need of her especial care. The children of thieves, gamblers, swearers, and drunkards, if there be any such in Indiana, are obtaining one kind of education before they enter the doors of the school-house; but it is an evil one, and must be eradicated. Before you can hope for a good crop you must extirpate the weeds from your garden. It is often, alas! too often, necessary to punish the crime of the parent in the child. But instead of withholding from the teacher the power to exercise this necessary right, an experience of many years proves, to the satisfaction of the writer, that the sway of the teacher ought to be extended, to enable him to reach thoughtless or vicious parents with a ferule of double strength. But this is a hopeless wish, though the present condition of the country painfully proves that the law, notwithstanding its multifarious ramifications, is as unable to prevent the extension of crimes of all kinds as it is to point out decidedly and accurately the path of duty to the school-master. We now proceed to the elucidation of the subject in the order above mentioned, commencing with

THE CRIMES FOR WHICH CORPORAL PUNISHMENT SHOULD BE INFLICTED.

1st. Rebellion or confirmed disobedience. No school can be rigidly conducted in which the authority of the principal is not absolute. If the orders are incorrect, the teacher is amenable to the local powers and the law. "Will you study this lesson?" "I will not." There is no conquering this objection but by compulsory subjection.

2d. Repeated lying, repeated thieving, repeated swearing, and repeated gambling, after long and careful admonition for previous

errors, demand the same treatment. These are acquired vices, sometimes learned by the child at its home, but there is no other effective remedy. The good teacher has duties to perform to the other children in the school as well as to the delinquents, and for their sakes punishment is rendered necessary. Adult thieves are not punished by the law for a national amusement, but to protect the innocent, and deter the unwary from committing the same crimes. These reasons hold good in the school.

3d. *Per contra.* Let the schoolmaster ever remember, before resorting to any punishment, the advice in the play above quoted:

"That his probation bear no hinge or loop
To hang a doubt on. Or, we upon his life."

It is impossible to overrate the evil effect of one unjust corporal infliction; it is very frequently remembered for life, and often cultivates for years in the recipient the worst of human passions. It is a wise maxim in our courts of law to give the prisoner the benefit of every doubt. It should never be forgotten in our schools.

THE MANNER IN WHICH CORPORAL PUNISHMENT SHOULD BE ADMINISTERED.

1st. The very requisite of a schoolmaster is the perfect control of his own feelings and passions. It is the foundation of good government. Punishment inflicted in anger is an absolute crime of the highest magnitude on the part of the teacher. From such infliction no good result can be expected; it is productive only of evil on both sides. The classics, the mathematics, and the arts can be and often are imparted to youth by delegate authority; but the power of government and the strictest self-command are absolute requisites on the part of all principals of schools.

2d. As a rule, no child after receiving chastisement should be permitted to leave the presence of the schoolmaster until it is assured of his constant affection. This doubles the good effect, and should be a consequent of all punishment. On the part of the teacher this sympathy must be genuine, for almost all children can instantly detect that which is simulated. Affection is God's coin, if it be frankly given. It must and ever will be returned by youth in the same holy currency.

THE WAY IN WHICH CORPORAL PUNISHMENT SHOULD BE INFLICTED.

1st. Firmly. A slight punishment is not only useless but positively injurious. It is an advantage gained by the child. A judicious teacher is very seldom compelled to use the assistance of the ferule. No punishment should be so frequently resorted to as to render it common.

2d. Probably the method of punishing on the hand is the best that can be applied, for two reasons: firstly, because it inflicts sharp pain; and secondly, because it leaves no disfigurement. A jury of mothers will never agree upon the right spot on which to whip their children. Their feelings in this matter may be compared to those of the soldier who was undergoing the penalty of a military flogging from the hands of a friend. At first he said, Higher! higher! then, Lower! lower! until his friend, whose patience was exhausted, exclaimed: "Confound you, Sam, there's no pleasing you!" It will ever be the same with parents.

THE PLACE IN WHICH CORPORAL PUNISHMENT SHOULD BE ADMINISTERED.

1st. Always in private. A teacher has no right to degrade other children by a public exhibition of necessary brutality, unless they have been minor participators in the same crime. Even then it is very doubtful if it be politic. The skeleton at the feasts of the Egyptians was only the more revolting because it was hidden by a veil. The same effect is produced by private punishment. A wise parent would not let his child behold the cruel flogging even of a brute. The hardening process of such an exhibition upon either children or men is very pernicious. It deadens the conscience, stimulates the cruelty, and brutifies the mind of the beholder. Nothing should be exhibited to either man or child which tends to lower the sacred value of humanity. For these reasons public flogging may be said to create rather than suppress crime.

In conclusion, the writer trusts that the reading public will weigh these statements, and not lightly sentence him as an advocate for unnecessary cruelty. A long experience in the field of education has given him a right to speak on a subject in the study of which he has passed thirty of the best years of his existence. He is quite willing to admit that in a small private school, in which the pupils have for some time remained under the charge of a careful instructor, corporal punishment may be superseded by expulsion. But this paper is written for all classes of schools, more especially for the public schools of the States.—*American Educational Monthly.*

USEFUL knowledge can have no enemies except the ignorant; it cherishes youth, delights the aged, is an ornament in prosperity, and yields comfort in adversity.

MASSACHUSETTS TEACHERS' ASSOCIATION.

TWENTY-FIVE HUNDRED MASSACHUSETTS TEACHERS IN CONVENTION ASSEMBLED! THE LARGEST GATHERING OF EDUCATORS EVER SEEN IN AMERICA! THE OLD BAY STATE WAKED UP!

IF the readers of the *Teacher* are surprised by the unwonted style of our exordium, we beg leave to say, with all humility, that the jubilant feelings excited in our minds by the late mustering of about three regiments of dignified school-masters, and handsome, as well as dignified, school-mistresses, have for the moment disturbed the usual sobriety of our style. Indeed we feel half inclined to throw aside our accustomed propriety, and to give utterance to our sentiments in such exclamations as were ejaculated on every side during the progress of the vast meeting,—"*Immense gathering!*" "*Splendid Meeting!*" "*Grand Success!*" "*Never anything like it!*"

And now, for the information of those unhappy teachers who were not individuals in the mighty throng, we will drop right down from our editorial stilts, and in plain prose tell the story of the late convention.

Hitherto the annual meetings of the Massachusetts Teachers' Association have been held, with a single exception, during Thanksgiving week. This time has been chosen because all the public schools in the State are then enjoying a vacation, and the teachers are all at liberty. But it has always been difficult to obtain desirable accommodations at that season of the year; and, to most of the teachers, the attractions of the old homestead have proved more potent than those of an educational assembly. Once only the annual meeting was held in August; but its success was not satisfactory.

This year it was resolved to try a new experiment; namely, to induce the County Teachers' Associations to omit their usual fall conventions, and to hold the meeting of the State Association some time in October. It was feared by many that the school committees of the several cities and towns would not allow their teachers to suspend their schools for the purpose of attending the meeting; but through the persuasive influence of an able circular issued by the President of the Association, Mr. Philbrick, the committees generously said to the teachers, "Go if you wish to."

The result of the experiment has been in every respect most gratifying.

On Thursday afternoon, October 12th, the Association met in the hall of the Lowell Institute, the place in which it was expected that

the several sessions of the meeting would be held. Within a few moments after the doors of the Institute were thrown open, the hall, which will hold about fifteen hundred persons, was filled to overflowing. Large numbers were unable to gain admission. The evening session was held in Music Hall, which was filled by an immense audience. The subsequent sessions were held in Tremont Temple. Never have we beheld, at any other convention, a scene so fine as that which was there presented on Friday, October 13th. The beautiful hall, which affords seats for more than two thousand persons, was brimming full, hundreds of teachers standing in the aisles. Floor, galleries, platform — all were crowded with the happiest-looking teachers we ever saw convened. Upon and near the platform were gathered a majority of the gentlemen present, the bold — possibly the affectionate — minority being delightfully ensconced, here and there, among the thousands of good-looking ladies, who occupied the most of the spacious hall, and who, by their smiling faces and variegated attire, gave beauty and brilliancy to the scene.

So inspiring was the occasion, that even the silvered-haired schoolmasters felt themselves young again; and the humblest teachers held up their heads, and modestly exclaimed, "Really, we think, after all, that we are somebody." It was indeed a proud occasion — one that gave to every teacher present a higher respect for his calling, a clearer perception of the teacher's power, and a nobler idea of the true teacher's life. The instructors of *one hundred and twenty-five thousand Massachusetts children* were assembled in that hall. What vast consequences, individual and national, depend upon the wisdom and fidelity of those instructors!

The literary exercises of the evening were of a high order; and the interest continued, from first to last, unabated.—*Mass. Teacher.*

READING FOR THE YOUNG.

WHAT shall we give them to read? is the query of many parents, solicitous for the best interests of their children. This is an important question; not less so than,— whom shall we give them for their companions in play? As a parent or guardian, if a judicious one, would select, as associates for his children, those who would benefit and improve them, so should he with care select the books they are too read, giving them those that will improve their minds, elevate their morals, polish their manners, and at the same time increase their love for reading.

Besides the parent and guardian, the public teacher has much to do in this matter, and if he will but exert the influence he has, he may direct many young minds to higher and nobler thoughts, finer tastes and purer feelings. The teacher should do this not only to benefit childhood, but that he may receive its aid in the discharge of his duties as teacher.

Give the young, or induce them to select, works suited to their age, and which give the precepts you wish them to learn and hold up the examples you wish them to follow. Children should have variety in their reading,—older people seek it. Children soon weary of a volume if it is too large, and often lay it aside before finished. Hence it is that periodicals and sheet-music are received with a good relish, and read with interest or sung with delight.

Many take and read the same paper, it interests all; they talk about it and others are induced to read. Waiting and looking for the next number sharpens the appetite for the mental food it contains, and when it comes it is seized and read with avidity.

Besides aiding children to select good books to read, let the teacher also assist them in the choice of the papers they are to read. Teachers should try to induce those to read who do not, and ever try to cultivate a desire for a higher standard of reading among those for whom they select.

While so many excellent books are daily showered upon us by the Press, and such monthlies as "Our Young Folks," "The Student and Schoolmate," "The Youth's Casket," "School Visitor," and "Little Pilgrim" can be had at so small cost, no one need long lack for good reading.

A. E.

— *Carroll's Literary Register* for August 10th, has a very just article on criticism, in which it says:

"If we descend to the prevailing class of newspapers, we will confess that we are disheartened to see the shallownesss which rules in every attempt at criticism, if we are justified in dignifying it by even such phrase as *attempt at criticism.* In our educational journals, not one "notice" in a hundred finds anything to reprehend in piles of textbooks laid on the "Editor's Table." In our religious periodicals, if only the one condition of orthodoxy is satisfied, every work is profound. It is not shallowness so much as a want of independence, that begets this universal commendation. For the sake of manhood, for the sake of reputation, in the future let the press throw off this degrading servility to sect, to party, but above all, to advertisers.

EDUCATIONAL INTELLIGENCE.

PROF. A. S. Welch, of the Normal School, has resigned his position because his failing health rendered out-door employment necessary. He goes to Florida to engage in the lumber business. Before his departure he was presented by his fellow-teachers with a beautiful plated ice pitcher, goblets and salver, together with a solid silver fruit set. His pupils presented him with a set of the Iconographic Encyclopædia and several other valuable works.

— Hon. J. M. Gregory, late Superintendent of Public Instruction, has been presented with a beautiful silver set, consisting of a coffee urn, a tea set of six pieces, an ice pitcher, and two gold-lined goblets and salver — altogether eleven pieces. The pitcher bears the inscription, "Presented to Hon. J. M. Gregory by the Normal School and the teachers of Michigan." The cost of the whole was $250.

— Prof. John Goodison, of the Normal School, has in press a work entitled "Drawing from Objects." He is also now engaged in preparing a series of works on geography and map drawing, based upon the results of the best German teachers, and in harmony with views expressed in his paper read before the State Teachers' Association last summer.

— Prof. Wayland, of Kalamazoo College, is now engaged in preparing for publication a volume of his father's sermons, the late Dr. Francis Wayland.

— Mr. Hosford, Superintendent of Public Instruction, is now preparing his annual report.

— The Principalship of the Normal School has been tendered to Mr. J. M. Gregory, late Superintendent of Public Instruction.

— Mr. Frank Peavey, for the past six years principal of the public schools of Battle Creek, resigned his position at the close of the last school year. The closing exercises of the school were of a very interesting character. The pupils formed in procession and marched to the fair grounds, where the exercises, consisting of declamations, recitations, music, etc., took place. The valedictory was spoken by Herbert Brown, who, in closing, presented Mr. Peavey with a service of silver plate, as a testimonial of esteem. Remarks were made by Prof. J. M. Gregory and Dr. Bement. The whole affair was very pleasant, and reflected honor upon teachers, pupils and patrons.

— Prof. G. M. Perry has become associated with Prof. Boyd in charge of Monroe Female Seminary.

— The Monroe Union School is under the charge of Prof. L. McLouth, principal, with Mr. J. Richards, and Miss Fannie Wood, assistants in the academic department.

— Mr. O. S. Ingham is principal of Charlotte Union School.

— Mr. J. M. B. Sill has resigned his office of superintendent of the schools of Detroit, and has become principal of a young ladies' seminary in the same city.

— Mr. Duane Doty, formerly editor of the *Michigan Journal of Education*, and recently one of the editors of the Detroit *Free Press*, has been elected superintendent of the public schools of Detroit.

— Mr. Lowell, lately of Saginaw City, has been elected principal of the public schools of Jackson.

BATTLE CREEK.

Mr. Thaddeus Landon, of Vermont, has been elected principal of the High school, at a salary of $1,000; and Miss Bushee, of Marshall, first assistant, at a salary of $475. At a late meeting of the school board the following resolution was adopted:

Resolved, That Professor Frank Peavey is entitled to the thanks and gratitude of this Board, and of the citizens of Battle Creek, for the improvement, advancement and high moral standing he has given to our schools during the last six years; that we part with him with regret, doubting our ability to fill his place satisfactorily; and we with pleasure recommend him as a gentleman and teacher to the confidence of all.

D. B. BURNHAM, Director;
ERASTUS HUSSEY, Moderator;
M. NEALE, Assessor;
G. P. BURRAL, Trustee;
A. A. WHITNEY, Trustee.

— Prof. Mayhew is now acting principal of the Normal School.

— Miss Ruth Hoppin, for three years preceptress of Three Rivers union school, but for the past two years a teacher in the public schools of Ann Arbor, has returned to her old field of labor. We congratulate the citizens of Three Rivers upon having secured the services of this accomplished lady, and hope there may be mutual happiness in this renewal of old friendships and associations.

— Mrs. Helen A. Bateman, of Milwaukee, has become Preceptress of the High school at Niles.

— Miss Mary Thayer has resigned her position in the High school at Niles, and has accompanied the family of Prof. Welch to Florida.

— Prof. Estabrook still remains in charge of the Union school at Ypsilanti at an advance in salary of $300.

ANN ARBOR

Has the honor of being the seat of the State University, the leading institution of learning in the West, and with no less pride her citizens can call attention to the successful operation of her city schools. Under the supervision of Prof. Lawton, the number of both home and foreign scholars is fast increasing, and the higher department now sends a larger number to the University than any other school in the state, not excepting Detroit. The number in attendance the past year was 1,838; foreign scholars, 100; the income from whom was $1,500. The number in Latin, 99; Greek, 46; Natural Philosophy, 54; French, 20; German, 18; Mr. Everett has resigned as assistant principal in the high school and accepts a similar position at Oskosh, Wis., at an advanced salary. Mr. Jackson resigns as a teacher in the grammar school, the vacancy supplied by Mr. Michols, of Rochester, N. Y. Miss Hoppin of the grammar school has also resigned, and Miss Ormsby takes her place. Miss Bodwell resigns as principal teacher in the higher grade of the second ward. Miss Botsford retires from her position in the fifth ward. The cost of the schools the past year will not fall far short of $12,000.

ALBION.

The formal opening of the new rooms of the Albion Commercial College, on the 5th inst., was an occasion of special interest. A large number of former students and invited guests were in attendance. President Mayhew delivered an appropriate address, in which he gave a sketch of the origin, progress and design of the institution. In conclusion he spoke to the returned soldiers in attendance, who by the scars they bear, and the sufferings and privations they have uncomplainingly endured in rebel prisons, give evidence that their patriotism and bravery have borne them into the very thickest of the battles. Disabled soldiers, he said, have uniformly been admitted to our halls at special and reduced rates. The blows which have fallen heavily upon them in defense of our country, we desire ourselves in part to bear. At the close of the address, the soldiers present, headed by Col. Saviers and Lieuts. Provine and Keeney, approached the speaker and formally tendered him thanks for his appreciation of their services. After refreshments and social greetings, students and invited guests dispersed at an early hour, highly pleased with their entertainment.

SAGINAW CITY.

The services of Mr. Birdseye, of Utica, has been secured in the place of Mr. J. C. Lowell, resigned. The corps of teachers for the ensuing school year will be — Principal in High School Department, Mr. Birdseye; assistant, Miss A. E. Alexander. Primary department, Miss Prentiss and Mrs. Johnson. Ward school, Miss M. J. Alexander and Miss R. M. Lewis.

ST. CLAIR.

Prof. A. J. Chapman, a graduate of the State Normal School and of the University, succeeds to the principalship of the Union school, *vice* Prof, F. H. Winchel, resigned. It is stated that the entire corps of lady teachers, who have been considered competent, faithful and efficient, are to be superseded by other teachers from abroad. Considerable comment has been indulged in thereat, a great majority of which is not at all complimentary to the gentlemen through whose instrumentality the change was made.

HUDSON.

The teachers of the West Hudson Union school, as finally engaged by the board, are as follows: Principal, Louis H. Rockwell. from Schenectady, N. Y.; teacher of grammar department, Miss Marian E. Spalding, from Granville, Pa., teacher of the intermediate department, Miss L. B. Hawley, from Adrian; and teacher of the primary department, Miss Nellie E. Montgomery, of Hudson.

ST. JOHNS.

The teachers employed in the Union school for the ensuing year are: Principal, J. B. Nixon, A. M., of Pontiac; first assistant, Miss Anna M. Miller, of Ann Arbor; second assistant, Miss Emma Sickels, of Oswego; third assistant, Miss Hunt, of St. Johns.

A SPECIMEN OF ORAL EDUCATION.—An English clergyman, who inspected the church schools in the south of England, mentions in his report, lately issued, that, in a school in which the church catechism was taught by repeating it after the teacher, the Creed was written out by a pupil as follows when the official inspection was held:

"I believe God father all almighty make frem and earth and in Jesus christ is only sun our lord who was inseaved by the holy gost and born the ferch in mery surfed under ponshed pity was questy fide dad and berdy;" and after this fashion to the end.

LITERARY NOTICES.

A DICTIONARY OF THE ENGLISH LANGUAGE, by *Noah Webster, LL. D.* The Revised and Illustrated Edition, 1,840 pages. Springfield, Mass.; published by G. & C. Merriam, State street.

No literary record would be complete without a notice of this great work; and although it has now been before the public for several months we cannot forego this opportunity to call the attention of our readers to some of its characteristic excellences. The first thought that strikes one in considering such a work as this, is the vast amount of labor and research necessary for its compilation. This calls to mind a definition which Dr. Johnson incorporated into his own dictionary, "*Lexicographer*, a writer of dictionaries, a *harmless drudge*." Certain it is, that in order to produce a work of 1,840 pages quarto, there must be a very large amount of what, by the majority of people, would be called *drudgery*. It is estimated that there have been expended upon this work, since its revision in 1847, thirty years of intellectual labor. This fact alone, even under the supposition that men of no more than ordinary abilities have been employed, is of itself conclusive evidence that this dictionary is a work of transcendent merit. Concerning the merits of the original work by Dr. Webster it is unnecessary to speak, for the verdict of literary men has long since been pronounced in its favor. It is now only necessary to notice the character of subsequent revisions, especially of those which lead to the issue of the present edition.

It should be constantly borne in mind that there is a positive necessity that a dictionary should undergo successive revisions. This will appear from the following considerations. Ours is a living language, and as such grows by the addition of new words, while at the same time others are dropping out of use. Indeed, spoken language exhibits the characteristic phenomena of a living organism — successive decay and successive regeneration.

The discovery of every new fact in science necessitates the adoption of an additional word. This is done by coining an entirely new word, by remodeling an old one, by introducing a word from some other language, or by giving a new meaning to a word already in use. In either case there is the addition of a new term to the language; and such has been the activity throughout all the departments of science and art for the past few years that a dictionary of 1847 would not meet the wants of an intelligent student of to-day, without a careful revision.

The original work of Dr. Webster contained about 80,000 words; and the "Pictorial Edition" of 1859, 99,708. Worcester's dictionary of 1860 contains about 104,000; while the work now under consideration contains upwards of 114,000, being 10,000 more than are to be found in any other dictionary in our language.

Again, in etymology, that very interesting and important department of Lexicography, there has been wonderful progress during the last few years. Dr. Webster made use of all the aids in this department which were available at the time he wrote; and his contribution to Philology, from this source is a monument to his industry and research. Since the time of Noah Webster, the study of etymology has been vigorously prosecuted, especially in Germany; and the contributions to this science have been proportionately great. In order to incorporate these results into the revision before us, the publishers employed Dr. C. A. F. Mahn, of Berlin, to take charge of this department of the work. The qualifications of Dr. Mahn for this task are unquestionable. He devoted five years to the work, and through his labors the present edition without doubt excels all others in its etymological department.

In orthography and pronunciation, the editors have taken special pains to ascertain the best usage, and in these departments it seems that nothing more could be desired.

We know it has become the fashion of would-be critics to say "Webster for *definition*, and Worcester for pronunciation;" but this is about as significant as that famous item of war news used to be "All quiet on the Potomac."

Another feature of this work which deserves special commendation is THE EXPLANATORY AND PRONOUNCING VOCABULARY OF THE NAMES OF NOTED FICTITIOUS PERSONS AND PLACES. This part contains about fifty pages of well selected matter, devoted to the explanation of such terms as Albany Regency, Brother Jonathan, Mrs. Caudle, Dixie, Jane Eyre, Flying Dutchman, Gail Hamilton, etc. The pictorial illustrations furnish a valuable source of information; and besides being interspersed among the definitions, are placed in a collected form at the close of the work. All things considered, this is without doubt the most complete work on Lexicography ever written, and is an honor to the American nation. It has our unqualified commendation, and we sincerely hope the time is at hand when it shall be found in every school-room, and in the library of every teacher.

LIFE OF HORACE MANN. Boston: Walker, Fuller & Co.; pps. 602. $3 00.

The men who have made a profession honorable will always be held in reverence by those who enjoy the fruits of their labors and sacrifices; and for this reason the name of Arnold and of Mann will be cherished by the succeeding generations of teachers and philanthropists. Dr. Arnold has passed away, yet his name is a household word where there is reverence for that which is good, and true and great; and many a man feels to-day an honest pride that he was a Rugby boy, and, better still, that he knew and loved that good man. And so Horace Mann is no more, yet his name and his influence are imperishable. The school system not only of Massachusetts, but of the whole nation, bears the impress of his influence; and to him, directly or indirectly, every teacher and scholar in the land is debtor.

In the struggle which is ever going on between right and wrong, truth and falsehood, intelligence and ignorance, many who are indeed "the children of light" decline an encounter with the powers of darkness, and basely surrender territory which they ought to defend; others take up arms, but fight only on the defensive; while only the gallant few wage an aggressive warfare, enter the enemy's country, lay siege to his strong-holds, and force him to abandon the field. Horace Mann was a leader in this fight, and like a good soldier fell at the post of duty, and in the very front. His whole life was a warfare with ignorance, prejudice and presumption; and the persistence of his enemies, quite as much as the severity of his toil resulted in his prostration and death at Antioch. It is refreshing to notice how completely time has vindicated the motives and measures of this great man; and how contemptible it has rendered the memory of those whose ignorance and presumption arrayed them in opposition to him. Where are the once famous thirty-one Boston schoolmasters? or those petty officials at Antioch, who persisted in their insolence so long and so relentlessly?

The career of Horace Mann teaches one lesson most thoroughly; and if the work before us served no other purpose it should be read by every teacher in the land. Horace Mann knew no such word as "policy" or "expediency" when these words signified a departure from duty or from right in order to escape the censure or secure the favor of those who might possibly oppose his popularity. When he once saw the path of duty, as he did almost intuitively, he pursued it fearlessly, and was drawn from it neither by the adulation of friends nor by the clamor of enemies; and during his whole life he exemplified the Proverbs, "Let thine eyes look right on, and let thine

lids look straight before thee." "Turn not to the right hand nor to the left."

Although we heartily commend this book for the great lessons it teaches, and earnestly wish every teacher would read it, candor compels us to enter our protest against the spirit with which it was written. It is well known that Mr. Mann was a Unitarian, and that he said and wrote some bitter things against those who professed a different belief. He was clamorous for freedom of thought on religious subjects; yet could hardly tolerate those who could not subscribe to his peculiar belief. From some remarks in the book before us we might reasonably infer that Horace Mann despised a "christian" almost as much as Shylock did. It is no doubt true that his earnestness of belief, and his confidence in his own opinions were such that it was very difficult for him to extend to others the liberty he demanded for himself; yet it is equally true that many of these very "christians" were his dearest friends and his warmest supporters. His belief in the infallibility of George Combe seems to us a very weak point in his character; and we cease to smile at the obsequiousness of Boswell, when we recollect that Horace Mann did such homage to this Scotch phrenologist. We must allow that these were grave faults in an otherwise symmetrical character; but we can easily overlook them when we think of his many transcendent virtues, and of the many indignities he patiently suffered for the cause of truth and of right; but when a studied attempt is made to prove that those faults were virtues, or even to assume them such, we must enter an earnest protest.

It seems to us that the spirit of this book is designedly polemical, and that an important purpose is to vindicate the theology which Mr. Mann professed. We certainly have no objection to an attempt of this kind in its proper place; but in a work which professes to present a view of the life and character of a distinguished man, it seems to us in bad taste, and in the present instance to be unworthy of the writer, and of the person whose memory it is designed to perpetuate.

GUYOT'S MAP OF THE WORLD. Scribner & Co., 124 Grand St., New York.

To successful teaching in geography nothing is of more vital importance than good maps. However good the text-book, or extensive the teacher's knowlenge, without the means of vivid presentation to the eye the instruction will lack in vitality and exactness. America has hitherto been far behind the schools of Germany in this matter. While the latter country has possessed the maps of Van Sydow, Vogel, Liechtenstein and others, we have been compelled to use those epitomes

of geographical falsehoods — outline maps. The spirit and methods of the school of Ritter, so fertile in results abroad, have failed to influence us, and to-day we have not a geographical text-book or atlas worthy of the name. But things are looking toward a reform. Prof. Guyot, a disciple of Carl Ritter, has projected the publication of a series of maps and text-books which, if they meet with the attention they deserve, cannot fail to revolutionize geographical teaching. Among the recent issues of this series is a map of the world on Mercator's projection, to which we would invite the attention of teachers.

The characteristic of a good school map — true alike of the smallest atlas and the largest wall map — may be stated as follows: The permanence and vividness of the first impression must not be destroyed by a distracting multiplicity of forms themselves requiring explanation. Hence the bad taste of placing suns, stars, swords, and other arbitrary symptons upon a map. The orographic features — the relief of a country must be so clearly and characteristically expressed as to give the pupil at the first glance a clear and adequate intuition of the physiognomy of the land, and this both in its horizontal and vertical extent. The correct apprehension of these plastic forms must be promoted by appropriate coloring distinguishing the high land from the low. On no account should the intuition of these forms be confused by the application of political coloring. Those maps which present to the pupil's eye a prominent delineation of political divisions, cities, etc., while mountain, plateau and plain, the very life of a country, receive only the most sparing attention, are totally unfit for school use.

Let us now compare Prof. Guyot's map with these statements. We are at once struck by the extreme clearness and vividness of the map, so distinctly does the blue coloring of the seas relieve the continental forms. In the continent themselves while the horizontal limits and the river net are given with sufficient prominence and great boldness the forms of relief have received especial attention. On a map presenting the whole world minuteness of detail must give way to a proper degree of generalization, otherwise the intuition would be neither clear nor permanent. Hence but three grades of relief are shown by as many distinct colors. A green tint expresses land below 1,000 feet absolute height, a brown that between 1,000 and 10,000, white all above 10,000. Intermediate elevations are shown in the case of the low lands and high lands by hatchings. Degrees of altitude in mountains are expressed partly by the breadth of the hatchings — partly by the depth of the brown shading upon their declivities. It thus becomes possible to read, as it were, the relief of a country from the map. Nor

is this all. Great care has been taken to give the relief of each country its true plastic form. In Norway and Sweden we do not find the traditional mountain chain of the ordinary school maps, but the true plateau-like masses and terraces. So in the middle mountains of central Europe, the marginial ridges of the east Asiatic highlands, etc., we find the evidence of conscientious care. The political limits are given by colored lines, though to our mind these were better away.

Turning to the ocean we find no dead-blank, as is commonly the case, but the currents, the summer and winter limits of ice indicated by white lines, *a la Berghaus*. Below the main map are two hemisphere charts giving, in a similar manner, the co-tidal lines. Between these latter are colored figures showing the relative areas of land and water, coastline, high and low lands; and below these a profile, making clear, at a glance, the relative relief of the old and new worlds and the countries comprising them.

It will be seen that this one map is a perfect epitome of geography and costing, as it does, less than the useless "Outline" sets, it should ere long find its way into all our schools. JOHN GOODISON.

YPSILANTI, 1865.

PERCE'S MAGNETIC GLOBES. Charles Scribner & Co., New York.

We take pleasure in commending this novelty in education to the attention of teachers; and we deem it an auspicious sign of the times that ingenious men like Mr. Perce are multiplying the means of visible illustration. Besides its peculiar excellencies, this is as beautiful a globe, in itself, as one could wish to possess; but being made of sheet iron, it is rendered magnetic, and various interesting objects, as the figures of men of various nationalities, of animals peculiar to different latitudes, and of ships, light-houses, etc., may be made to adhere to any part of the surface. By means of these globes, a grave objection to the early study of geography may be obviated, at least in part This being a subjective science, appealing very largely to the imagination, it is difficult to interest the child sufficiently to render the study at all profitable; but when its fundamental truths can be taught through the eye, as they can in this manner, progress is both rapid and sure.

GEO. & C. W. Sherwood, 118 Lake st., Chicago, have the most extensive school furnishing establishment in the West. They have a very large and choice assortment of philosophical and chemical apparatus, globes, charts, outline maps, school books, and standard educational works. We believe they are publishers of Greeley's History of the Rebellion, and have in preparation a new series of readers by Richard Edwards.

BOOKS RECEIVED.

APPLETON & Co., NEW YORK: Cornell's Series of Geographies; Quackenbos' English Grammar; Quackenbos' Natural Philosophy; Quackenbos' History of the United States; Harkness' Latin Grammar.

MASON BROTHERS, New York: Lossing's Pictorial History of the United States; Principia Latina; Mattison's High School Astronomy; Song Garden, No. 2.

C. SCRIBNER & Co., New York: Tenney's Natural History.

ADAMS, BLACKMER & LYON, Chicago: Griffith's Lessons in Elocution.

M. J. VINCENT, Monroe: Eaton's Series of Arithmetics.

CHARLES DESILVER, Philadelphia: Clark's Progressive and Practical Latin Grammar.

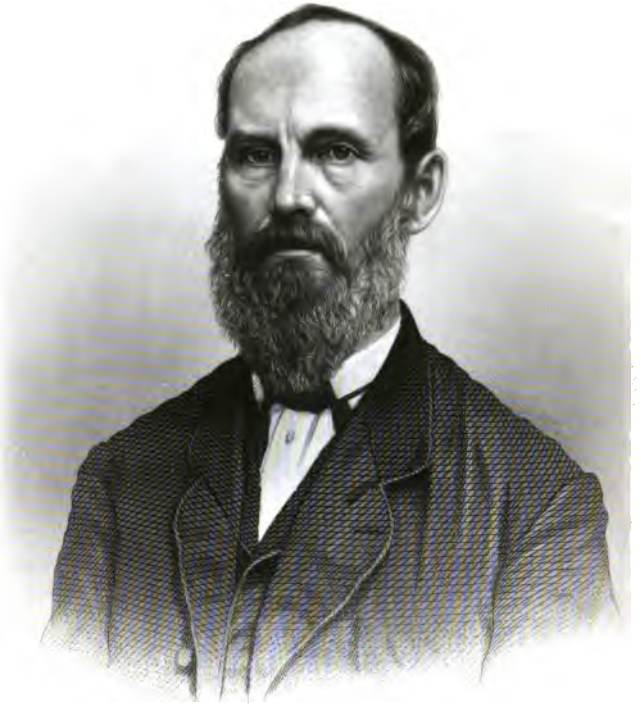
THE CASPIAN.—The old statements that the level of the Caspian is 300 feet below the ocean rested solely on conjectures made by the naturalist, Pallas. The influence of this great depression on the warmer climate of that region, the peculiar vegetation of the salt steppes, and the salt morasses which exist where the land is perfectly level, as well as the great beds of oyster-shells and other crustaceous remains led him to the hypothesis that the whole neighboring district is the dry and deserted bed of a former sea, now shrunk to the comparatively insignificant dimensions of the Caspian. The broken line of bold bluffs which bounds the Obstsher-Syotis on the south seemed to be the northern boundary of this inland sea, into which the Volga entered below the pass of Kamvochin and Saratov. Parrot and Engelhardt supposed that their barometrical elevations in 1811 confirmed Pallas' theory that the Caspian lies 300 feet below the ocean. Many hypotheses were based upon their observations; but the whole were at length brought into discredit by Humboldt, who distrusted the accuracy of the instruments made at that time. Nothing but a trigonometrical survey from Taganroy to Astracan could give conclusive results, and this was accomplished in 1837, under the auspices of the Russian government. The result proved that so far from being 300 or 350 feet below the ocean, the Caspian is not 100 feet. Its depression is about 76 feet.—*Carl Ritter.*

HANDWRITING.—Ariosto wrote in a small, fine, pointed character and Tasso a large, free and flowing style. Goethe wrote neatly, even elegantly. Porson wrote Greek as plain as type. Brougham writes with crabbed illegibility. Hawthorne wrote with a stroke far from neat, and somewhat confused. Longfellow writes in a round, backhanded, elegant fashion. Theodore Parker has a cramped hieroglyphic style, that competed with Choate's famous scratches for absolute unreadableness. Dr. Chalmers kept an even hand. Byron wrote an awkward, contorted script. Scott wrote in regular, honest characters, though he constantly failed to cross his t's. Emerson writes with a dashing air. Willis with sharp, even firmness. Chas. Sprague with womanly delicacy. Fanny Kemble with a nervous stroke, and womanly angularity. Whittier with indecision, without either strength or symmetry. Whipple with lofty loops that are a chirographic pun upon his penultimate syllable. Hillard, precise, balanced, and constrained. Motley is minute and clipt; and George Ticknor legible and light. The scratch of Halleck looks as if he might have practiced the Morse alphabet, and gone crazy on it. The facts show that chirography can hardly be relied on as an indication of character. The philosophic theory of this matter, put by Lavater and others, is stated to be that certain qualities of the brain act through the nervous organization, and thus regulate the motion of the hand, by the dependent muscles, so that the form of the letters taken upon the paper will show correspondence with those qualities as surely as the lines in the spectrum will designate the nature of the body that emits the ray.

MESSRS. ROOT & CADY have our thanks for new music just received; also, for a copy of the January number of "OUR SONG BIRDS," a quarterly, which will be highly prized by our little folks, as it will bring them a new set of songs every three months.

ERE this reaches our teachers most of them will have closed their schools to take the holiday rest, and, as we hope, to attend the State Teachers' Association. May they enjoy their rest, and gain fresh strength for the duties of the new year.

MINE HOST of the Adams House, Chicago, cares well for the comforts of the physical man, and their tables please even fastidious teachers, as we can testify.



Engraved by Geo E. Perine & Co. N.Y.

Ira Mayhew

THE

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SKETCH OF THE LIFE AND PUBLIC LABORS OF HON. IRA MAYHEW.

[From the American Journal of Education.]

HON. IRA MAYHEW, President of the Albion Commercial College, and author of works on book-keeping and education, was born in Ellesburgh, Jefferson county, N. Y., in 1814. He commenced going to the district school at the age of seven years, his parents residing a mile from the school house. He attended school summers, at first, and afterwards only winters, till he was fourteen years old, when he commenced attending Union Academy, then just established in the neighboring village of Belleville. Here, under the instruction of Prof. Chas. Avery, his attention was given chiefly to mathematical studies, in which he was very successful. He also commenced the study of the Latin, Greek and French languages. But he was more interested in the mixed and pure mathematics, upon which he bestowed the greater part of his time and energies.

In the fall of 1832, when eighteen years of age, he commenced teaching school in the district in which he was born, where he had, eleven years before, learned the alphabet. Having decided to do but "one thing at a time," and having adopted the motto that "what is worth doing at all is worth doing well," he earnestly devoted himself to his new calling, in which he was eminently successful. He was hence solicited to prolong his winter term, and before its close he engaged to teach the same school the ensuing summer, and at the same wages he had received during the winter,—which was twelve dollars a month and "board around."

He continued teaching district school the greater part of the time for four years. In the spring of 1836 he went a voyage to the Banks of Newfoundland for the improvement of his health. In 1837 he became principal of the Adams' Seminary. This position he occupied till the fall of 1841, when he was elected county superintendent of common schools for Jefferson county, an office which had been created by the New York legislature the previous winter.

Mr. Mayhew now devoted his time and energies to the improvement of the schools of his native county. The success that attended his efforts in this new and enlarged field of labor, was very remarkable. Hon. Samuel Young, then Secretary of State in New York, and *ex-officio* Superintendent of common schools, in his first report to the legislature, after the creation of this office, published extracts from the reports of all of the county superintendents of the State, which, with his own report, occupied four hundred pages of the assembly documents. In this report he printed, entire, the report from Jefferson county, which constitued one-tenth of the volume for the State.

In the fall of 1843, at the expiration of his first term as county superintendent, Mr. Mayhew removed to the State of Michigan, where he was soon appointed principal of the Monroe Branch of the University of Michigan. In the winter of 1845 he was nominated by the Governor, and elected by the legislature, to the office of Superintendent of Public Instruction, a position to which he was re-elected in 1847. In the year 1848 the degree of Master of Arts was conferred upon him by the Middletown University. In January, 1849, he delivered, by invitation, a series of lectures on Education in the State capitol, after which, he was requested by the Senate and House of Representatives to prepare and publish a volume, embracing the views presented in his lectures. After the close of his second term of office he devoted himself to the preparation of this work, which was first published in 1850, by Harper & Bros., and which is now published by Barnes & Co., N. Y., under the title, "Means and Ends of Universal Education," as a volume of the School Teachers' Library.

In 1851 his work on Practical Book-keeping was first published, which passed through sixty editions in ten years. In 1853 Mr. Mayhew was elected president of the Albion Seminary and College, when he removed from Monroe to Albion, and entered upon the duties of his new position. In 1854 he was nominated and elected Superintendent of Public Instruction, and in 1856 he was re-elected by a large popular majority. He retired from this position in 1859, at the

expiration of his fourth term, having served the State in this capacity eight years.

In 1860 a thoroughly revised edition of Mayhew's Practical Bookkeeping was brought out, which is published by Samuel F. Nichols, of Boston. The same year Mr. Mayhew established the Albion Commercial College, with which he has connected a theory department, and a department of actual business, with stores, banks and business offices, where students, before graduating, engage in actual business, and become familiar with approved business usages. In 1862 he accepted the office of U. S. Collector of Internal Revenue, for the first district of Michigan, still giving a portion of his time to the supervision of his favorite enterprise. But he has recently retired from the Collector's office, and is again devoting his undivided attention to his Commercial College, which is in a prosperous condition, and has become an efficient agency in the promotion of practical education.

"PROFESSOR."

WE quote from Webster as follows: "PROFESSOR. One who professes or publicly teaches any science or branch of learning; especially, an officer in a university, college, or other seminary, whose business it is to read lectures or instruct students in a particular branch of learning, as a *professor* of theology or mathematics."

Then what right has Mr. Jones, who is teaching a country school, to encourage his pupils to call him "Professor" Jones? or even Mr. Smith, the principal of a union school, to allow his students to address him as "Professor" Smith? Mr. Jones, for three months of the year, teaches reading, spelling and arithmetic; yet it delights him vastly to hear himself styled "Professor." At first, his cheek may have been tinged at this unwonted style of address; but ere long, vanity has neutralized so much of his good sense, that he can receive this appellation without blushing. Years ago, when "general training" was an established institution, a young man of some note was appointed adjutant; and to accustom himself to the unfamiliar salutation which would greet him on "training day," he would thrust his head into a barrel, and shout at the top of his voice, "Adjutant Tripp!" "Adjutant Tripp!!" And so perhaps our tyro may have prepared himself for receiving his new honors with becoming composure, by audibly repeating in some lone place, "Professor Jones!" "Professor Jones!!"

It is allowed that Mr. Smith's position is somewhat different. Teaching is his regular occupation; and his attention is given to recitations in the higher branches of study. Still, he is in no sense a Professor; and, if he be a modest, sensible man, will protest against every effort made to prefix to his name this undeserved title.

Why is it that this silly custom prevails so extensively and so exclusively in the west? We more than suspect that, originally, it had its origin in a species of vanity which exists among half educated persons in whom good sense does not particularly predominate; and which leads them to ape the position and privileges of their superiors. But the strangest thing of all is that men of acknowledged intelligence and good sense, and who are themselves entitled to the honor, should countenance and perpetuate a practice so much at variance with honesty and good taste, by bestowing the title upon persons whom they know to be wholly unworthy of it.

How many genuine Professors have we in Michigan? Outside of our University, Normal school and colleges, not one. There is a remote possibility that in one or two union schools there is a man, who, by a very free interpretation of the term, may be called a Professor; but it is a well known fact that every principal is, in common parlance, a "Professor"; and that, even in our country schools, there are persons who either style themselves after this manner, or permit, with evident satisfaction, others to do so.

But what is the result of this perversion of language, and this unauthorized use of a title? The time was when a diploma, conferring the title of A. M., was a sure passport to preferment, and its possessor was a man of mark from the first; but now, when from so many colleges, conducted upon the high pressure system, such numbers of Bachelors of Arts are yearly turned out, the title has, in great part, lost its significance, and its possessors are very much like ordinary men. Years ago, too, a Doctor of Laws was a *rara avis*, a man to be read of, but seldom to be seen; but now each annual commencement sends forth a brood of LL. D.'s, many of whom are men of very ordinary abilities and acquirements. And so this title, which should indicate the possession of the greatest abilities and the most profound knowledge, is in danger of becoming an unmeaning term. This occasions great injustice. It is right that those who, after years of toil and, perhaps, of privation, have become deeply learned, should receive some mark of distinction; it is not right that others, who are neither talented nor learned, should be placed on an equality with them. If this state of

things shall continue, the time may not be far distant when these titles will indicate length of purse rather than depth of knowledge.

In the matter under discussion it is assumed that there are persons who, in the true sense of the term, are "Professors," and to whom the unauthorized assumption of the title is a positive wrong; and it seems evident that those who, through their ignorance and vanity, have been betrayed into the wearing of false colors, are exposed to the contempt and ridicule of all persons of sense. A true morality requires us to be in reality what we seem to be; and demands that appearances be the necessary results of antecedent realities, and not counterfeits of what seems desirable, but which we have not the ability or the honesty to possess. We hope, both for the honor of the profession itself, and of the individual members, that the time will soon come when "Professor" Jones and "Professor" Smith will renounce the appellation and become the plain Mr. Jones and Mr. Smith; and that these persons will deem it an indignity to be addressed by a title which they have not earned.

THE STATE ASSOCIATION.

WE confess it was with some forebodings that we went to Battle Creek to attend the meeting of the State Teachers' Association. It had been scarcely six months since the last meeting; and it remained to be seen whether teachers would forego their accustomed holiday visits, in order to consult together in relation to the interests of their profession. We reached the place of meeting at noon on Tuesday. At 1 o'clock, the train from the east brought our genial State Superintendent, whose presence would inspire the most inauspicious occasion with cheerfulness; Mr. Moore, the secretary of the association; Mr. T. C. Abbot, President of the Agricultural College, several Professors from Olivet, and others whom we have not space to mention. In the evening Prof. Abbot delivered his address in the Methodist church, to a large assembly of teachers and citizens. His theme was "The Study of Words," and was treated in a pleasing and masterly manner. No subject could have been more appropriate for such an occasion; and the lecture excited an interest in this exceedingly important department of study, and will lead the teachers who heard it, to make deeper investigations into matters which involve sound scholarship and pure morality.

The formal opening of the Association took place on Wednesday morning, in the High School room at the central school building.

Teachers had arrived from various parts of the State upon the night trains; and there was a goodly number in attendance at the opening exercises. After the transaction of some miscellaneous business, at half past nine o'clock, Miss Hoppin, of Three Rivers, read her paper entitled "The Causes of Failure in Teaching." As this essay is contained in this number of the TEACHER we need not comment upon its many excellencies. It was received with universal satisfaction, and, at the earnest solicitation of many who came in too late to listen to its first reading, after the expiration of the recess it was re-read.

The discussion of "The Self Reporting System" next occupied the attention of the Association for a short time; and its advantages and disadvantages were quite distinctly brought out by the several speakers.

THE MICHIGAN TEACHER received a due share of attention; and did not modesty forbid, we should repeat some of the complimentary things which were said of it. There was no little enthusiasm manifested in its behalf; and very liberal promises were made for its support. We feel thankful for the encouragement thus given; and venture to hope that we shall not have long to wait for the fulfillment of promises voluntarily made.

Richard Edwards, President of the Normal University of Illinois, was introduced to the Association, as the bearer of important resolutions from the Illinois State Teachers' Association to the kindred organizations in Michigan and Indiana. These resolutions urge the importance of making education a qualification for the elective franchise; and advise the establishment of a National bureau of Education. After a spirited discussion, they were unanimously adopted.

The evening lecture was by Mr. Edwards. The large church was completely filled; and, although the address was of considerable length it was listened to with the most marked attention. The lecturer's subject was "The Sources of Personal Influence;" and the discussion of it was so logical, clear and pleasing, that every teacher present must feel that this occasion alone, fully repaid him for whatever expenditure of time and money may have been occasioned by his attendance at this meeting.

On Thursday morning, at 10 o'clock, President Gregory addressed the Association upon the "Life and Character of Dr. Francis Wayland." After a brief statement of the principal events in Dr. Wayland's history, Mr. Gregory spoke somewhat at length of his method of teaching, and of his character as an educator; and when he drew so vivid, a picture of this great man wearing himself out before his time, by reason of his ceaseless activity, one could not but think of the excessive

labors which were making such great and constant requisitions upon the health and strength of the speaker. Two influences were at work upon the minds and hearts of those who listened to the address — the persistent industry of Dr. Wayland, and the moral sublimity of his character; and the example of the speaker himself, who, though oppressed with care and enfeebled in health, could not forego this opportunity to speak words of counsel and encouragement to the teachers of the State, and to contribute to the prosperity and usefulness of our Association, of which he has so long been the brightest ornament and the most valuable friend.

The remaining half hour of the session was well occupied by Mr. A. A. Griffith in a highly interesting lecture on "Elocution." This gentleman is principal of Batavia Institute, Ill., and author of a work recently published, entitled "Lessons in Elocution."

At half past 3 P. M., Prof. Mark Bailey, of Yale College, addressed the Association upon the general subject of "Elocution." After briefly discussing some of the more important principles involved in this art, Mr. Bailey entertained his auditors with several interesting recitations and readings. The remainder of the afternoon session was spent in listening to the reports of committees, and in the election of officers.

The evening was very pleasantly and profitably occupied by Prof. Griffith in his beautiful readings and recitations. The house, which upon the previous evening was as full as comfort would allow, was now filled to its utmost capacity; and the listeners were not persons who had come in to spend an idle hour, but had come for the purpose of being interested as well as entertained. Mr. Griffith conveyed much sound instruction by his clear statements and happy illustration of the fundamental principles of his art; and as to entertainment, it is simply impossible to maintain one's composure, when this lecturer fairly undertakes to amuse his audience. He is such a master of his art that real occurrences could hardly move one more than his well nigh perfect representation of them.

At the close of this lecture the audience retired to the lecture room of the church, where the good ladies of Battle Creek had provided an entertainment for the members of the Association. We have seldom seen manifested more genuine goodness of heart, and generous hospitality than during this meeting, and particularly on this closing occasion. It seemed that the citizens could not do enough towards manifesting kindly feelings and hearty sympathy in behalf of their guests. These hospitalities were not extended grudgingly and coldly,

but with frankness and unmistakable kindness. After partaking of the delicacies provided for the occasion, "the house was called to order" by Mr. Frank Peavey, and various persons were called upon "to speak their pieces." After a half hour pleasantly spent in this way, guests and citizens retired, and the meeting of the State Teachers' Association was at an end.

It is very pleasant to think and to speak of the late meeting of the teachers of our State. The feeling was unanimous among those present that it was a decided success. The spirit manifested was excellent. Never have we seen teachers so enthusiastic, so earnest, so devoted to their work. All seemed to feel that they had been richly repaid for all their time and trouble in attending the meeting; and there was abundant confirmation of the utility and necessity of such gatherings. Of course, the *fossils* were not there. Their conservatism is incompatible with such new fangled notions as Teachers' conventions. They already have light enough; and it is of too pure and precious a quality to be suffered to shine for the benefit of their benighted fellows. Nevertheless, the attendance was larger than usual; and it was said by all that this was the most pleasant and profitable meeting of the Association which had been held for several years.

The next meeting will be held in just one year from the date of the last one, and the place will be selected by the executive committee at an early day. Preparations have already been begun for this occasion, and upon a scale even more extensive than that of the last; and no effort will be spared to prepare an intellectual and social feast worthy of its invited guests. And now we hope our brethren will suffer a word of exhortation in this matter. We cannot hope to disturb the deep slumbers of our fossil friends; but we would most earnestly urge the live teachers of our State to determine from this time to be in attendance, and to make all their arrangements with a view to this end. There are more than four thousand teachers in this State. Is it not reasonable to expect that out of this number there are fifteen hundred who are sufficiently interested in their work to attend a meeting especially designed to promote their welfare? We cannot conclude this article, already too long, without an expression of our gratitude to Mr. Frank Peavey, Mr. A. A. Whitney, and Mr. T. Landon, who labored almost incessantly for the Association during its continuance, and to whom its great success was in a large measure due.

—As telegram has superseded telegraph, so, in London, the word "paragram" threatens to take the place of paragraph.

CAUSES OF FAILURE IN TEACHING.

BY MISS HOPPIN.

THAT which seems to be success is not always such. "Failure" also is sometimes written upon that which deserves a better name. The teacher that is not driven from the school-room by the insubordination of pupils and the dissatisfaction of employees, is, in the popular estimation, successful; yet, he may have not waked up one mind, drawn out one latent faculty, or strengthened one noble purpose. Another, because he did not happen to suit the director's folks, had some new way of teaching the children to hold their pens; "the big girls did not like him;" or, for some similar good reason, is dismissed in dishonor. That disgraced teacher, in a few years, becomes an honor to the profession, and a benefit to every mind brought under his instruction.

A young girl, after worrying through weeks of ill-founded dislike in some who had the power to torment her, was finally discharged, and her work pronounced a failure by herself as well as by others; yet she left the impress of a noble character on many young minds, and one, at least, owes a useful and energetic womanhood to her influence. There seems to be but a vague idea with teachers themselves as to what constitutes success. Secure the affections of your pupils you must, if you will do them real good; but that, alone, is not all of success. You may feed their self-conceit and vanity, till they are entirely satisfied with themselves, and think you the only teacher in the world, yet you injure them. You may have shoved them into depths of book knowledge, and their minds may have grown weaker the further they advanced. Popular it may make us to hurry our pupils through numerous text-books; but are we working for popularity? Do we deem anything success that falls short of training minds for life work, and fitting souls for eterniy? How can we expect to do else than fail, if we aim for lower results? They who teach for pay only, will be apt to become disgusted with the employment. Teachers are heard to say their's is the most disagreeable work in the world, that they submit to the infliction only to earn a little money till they can do something else. One such left his work contemptuously, thinking his school had sustained a great loss. He could, he said, endure the drudgery, but he firmly believed that the employment was calculated to belittle the mind; that in it, he should

never rise above the thoughts of a boy; it might do for men of ordinary ability, and for women, but the man of talents must engage in something more elevating. So he turned his talents to the consideration of such questions as these: *Should the boy, who was prepaid a half a dollar for a cat skin, and failed to produce said skin because pussy ran away and thus saved her hide, be compelled to refund the money with damages? Should John Smith be made to pay for Wm. Jones' sheep, because said Jones' sheep had been killed by an unknown dog, and a lock of wool had been found in the stomach of the dog of said Smith?* and so on, six days out of seven, during the term of his natural life. No one can be honorable or useful in a profession that he considers beneath his ability.

There are many partial failures the result of local prejudices. In one town, the misses considered the new teacher a sort of ruffian, because, according to Quaker custom, he called them by their given names, and addressed them as "girls." In another school, the teacher was thought to be over nice, because to each name he prefixed a "miss," and said "young ladies." The teacher that meets with entire success in one department makes an entire failure in another. It is sometimes a misfortune to fall into a district where several of the leading citizens had once "kept school."

Many are the failures that arise from natural unfitness of character. We can benefit our pupils very little unless we understand human nature, and especially child nature. The most intimate knowledge of individual character, in order to govern the child by the forces that exist within itself, and to develop those forces into powers that are to be child-saving and world-blessing, is essential in successful teaching. A decided love for the study of character will prevent the routine of school duties from seeming monotonous and drudging. He who loves to watch the different effects which the same teaching produces on different minds will not complain of want of variety. Do you like to watch the soul's progress, sometimes a slow one, at others seeming to mount by great leaps, from hight to hights? Do you have any care or thought whether the minds around you grow or contract? If not, rest assured that nature never designed you for this most responsible of all occupations. Self-confidence and coolness, useful in their own way everywhere, are essential in those who would control others.

The Country Parson says, "The impudence of some people amounts almost to sublimity." The teacher often comes in contact with this loftiness of character. To bring such sublimity down to an appreciation of things "fit for earth" and a school-room, he must, "stooping from

above," seem at least "to give it scarce a thought." A thousand trials would become mere trifles, if we could put our nerves to sleep, and keep our tempers down to the freezing point.

Many teachers fail from not having enough will, especially female teachers, for, as a rule, *women have not enough will.* Lacking this, with decision of character, we are led into little fretting, known among children as scolding. Thus more children are injured and made miserable than by severity. Chilldren are spoiled by letting them have half their own way. The child must be wholly controlled, if itself and teacher would be happy together. Have you not sometimes noticed, with a curious interest, how all obstinacy vanished before you when you were coolly purposed, that every mind should bend to yours? Too much self-confidence, however, meets with failure, as it deserves to. Self-conceit is the most conspicuous trait in the character of Young America; and the teacher who in the least encourages its growth thus far commits a wrong. We, like others, make mistakes; and, if unwilling to acknowledge them, do not deserve the respect of our pupils. It is quite an accomplishment to be able to acknowledge a fault gracefully. Never delay till you are driven to it to save your credit. Make your confession to appease an intelligent conscience and you will not be disgraced by so doing. It is not enough that *we* know and feel that we are striving for the highest good of our pupils; we must make *them* know and feel that we are interested in them.

Weakness of character is attended with failure in every position of life. Your decided man may make himself disagreeable at times, but that is better than mere insipid amiability that arises from want of force of character. These people that flit through the years, never seeming to live, and perfectly inconsistent in dying, such earnest reality being a contradiction to their very natures, often fancy themselves "called" to teach. They are tolerated in the school-room as they are every where else, because they have not enough force to excite antagonism. That is a doubtful compliment paid to certain teachers, "They do no harm;" the real meaning probably is, *they do nothing.* The teacher must have strength of character, else how can he counteract the wicked tendencies that are every where dragging our youth down to destruction. Sin and temptation are strong, and shall we go to battle with them with weak hands and faint souls?

It is said that the pupils of Mary Lyon carried the spirit of Mary Lyon with them through life. They looked upon her brave face, heard her hopeful, determined voice, and were forever after brave and hopeful. Dr. Arnold's noble qualities reached out beyond himself and

touched his boys like an inspiration. We need more Dr. Arnolds and Mary Lyons to save our boys from ruin and our girls from frivolity. It is too hackneyed to repeat that teachers must have patience, and yet a hint more on this subject may not be amiss.

Teachers that are all patience towards the most trying pupils, fail from not having any for themselves. They cannot wait years to see the results of their labors. They can forgive all wrong except one committed by themselves. Patient continuance in the thousand and one little duties of school work will never cease to be required of us. That natural gift, prized so highly by all Americans, tact, is needed by none so much as by the teacher. Book-knowledge and fine theories are so often thrown into ridiculous light by the inventive ability of some shabby urchin, that ready wit will never be amiss in us.

The failures most to be regretted are those that arise from bad training. It is to be regretted that any who are fitted by nature, should be lost to the profession. It is wonderful how natural faults can be conquered. There is nothing in us that we cannot make better if we set ourselves about it.

Most teachers accomplish but a small proportion of the good they ought to do, simply from not knowing how. No teacher that has not had a special training can commence her first school with anything like a correct notion of the work to be performed. The few have had the training; the many blunder through years, sometimes, of mistakes, before they are prepared for usefulness. It is a pity that two or three generations of children should be spoiled to make one good teacher. More of this essential work should be done in union schools; but at present, principals are kept at something else deemed more important. Where superintendents have drilled teachers of lower departments in their daily work, the happiest results have followed; but school boards and tax payers think such an expenditure of time extravagant. Normal and training schools, and institutes are doing a good work for those who wish to learn, yet some, though educated, have made as signal failures as any that have disgraced the profession. The causes of failures among trained teachers are in most cases evident. Natural unfitness is one. Many, thinking that they understand the course at the Normal, make no effort to adapt that course to the varied circumstances into which they are thrown. Some graduates have been seen, who were so filled with a sense of their own vast ability and preparation, that pupils and fellow teachers were alike disgusted. Such failures are not owing to a fault of these schools; but will not the schools give us better results, the more the theoretical is made to bend to the practical? The

teachers from Oswego are eminently successful; for besides being *told* how, they are *trained* how to do their work. The teacher that adheres to old methods, rejecting the new, simply because it is new, deserves to fail; but it does not follow that all that is old is wrong, that the new alone is good.

In no occupation is hobby-riding more common than in teaching. We, who plod along afoot, will probably go as far as he, who, imagining himself mounted on some fiery charger of earthly mould, or even on a silver winged Pegasus, fresh captured from the sky, is gloriously unconscious of his little mistake, with whip and bridle, urging on a pair wooden rockers, that always throw him backward, just as far as they carry him forward.

Ill health causes many failures. Weariness! You cannot know the full significance of that word, unless you have dragged through long years of ill health in the school-room, with the spirit almost broken, and the mind exhausted by a worn out body. The pressing needs of life and your small salary, drove you on in an unprofitable and dangerous perseverance. Every bright thing in life seemed darkened; some worthless boy that you had vainly striven to elevate above the outside influences of low society and drinking saloons, seemed kept under your care for the sole purpose of reminding you how early our boys may become wrecks; and your tired brain would, in spite of you, adhere to the notion that some mistake of yours might have caused or hurried his ruin. If not, why would not God hear your prayer for his salvation? Then your dearest wish and greatest pleasure was to reach the hearts of your pupils; but some specimens of humanity returned your regards with more than coldness. You saw that you were disliked, if not hated, where you had only given and sought love. Accustomed energy kept you from sinking under your daily work; but your nights knew not sleep. You remember them as long hours of darkness, when you wondered if your throbbing brain would turn to flame, and you began almost seriously to reckon how many degrees were between you and madness. You looked upon your teaching as a failure, and, as a consequence, your life as a failure. You did not then know that yours was a morbid fancy, the accompanyment of an overwrought body. Worn out, and discouraged, you left teaching with a heart-sinking, known only to one who has staked all for a darling object, and lost. But six months of freedom in a land wild with hills and dashing streams, wrought a change in mind and muscles. Pictures of the boundless blue of ocean dotted with white-winged ships, and the smoky mysteries of distant mountains, shut out

from memory the vividness of those days of trouble, that return to you now as an idle dream. You became again one of the happiest teachers in the world, for you had not failed after all, you had only been very tired. Alas, for those weary ones who only find their rest in the grave!

All teaching is a failure that does not elevate the moral nature of ourselves and our pupils. If our work makes us peevish, morose or stubborn, there is a wrong some where that we will do well to search for. To lessen a momentary evil, a method of government is often pursued that necessarily ends in trouble, and sometimes in the total displacement of moral principles. There are numerous little falsehoods practiced by parents, to make government easy, that undermine the foundations of truth before the child has arrived at an age of responsibility. The mother deceives her child to keep it from crying. The master pretends he knows which boy stole the handkerchief, and thus frightens the offender into an acknowledgment of the truth. With that black lie on his own soul, the master boasts of his success in finding out the truth and detecting falsehood. If we pursue such courses, we shall certainly have enough falsehood to detect. Under truthful teachers does truth flourish best, and from such only, does falsehood shrink away abashed.

Our example, as well as our teaching, should light the little groping feet to that place of perfect truth, towards which it should be the work of our lives to direct them. The All-Wise One can know how much of our work is a failure, how much success. A little of the results of our labor we may understand here: the entire results eternity alone can reveal.

CONTRIBUTIONS TO GEOGRAPHICAL METHODOLOGY.

1.—THE NATURE OF GEOGRAPHY.

TWO conceptions of the nature of geography exist. One views it as consisting wholly in a knowledge of locations — readiness in finding and naming places on the map — a mere quantitative knowledge of the earth. From such a stand-point the subject matter forms a mere accidental aggregate, its only bond of connection the pages of a text-book. The lack of any guiding principle vitiates the selection of material, and hence, one author introduces a little astronomy, another a little history into his text-book. From this conception too, must have originated the idea of teaching geography by traveling, in imagination, over a country with the aid of pictures and noticing remarkable

objects in the order they may occur, here a city, there a mountain or river. Of course, by such a process, no knowledge of the nature or relations of a land is ever acquired, but rather a conglomerate of unconnected facts about topography, architecture, history, etc., and pupils are found, after half a year's study, unacquainted with the most common geographical ideas. That this idea of geography as a knowledge of places — the so-called "Local Geography" — lies at the basis of the majority of text-books is evident; mixed indeed, sometimes with a little statistical dry dust from the well filled bins of political geography. To it, too, the "Outline Maps," drawn to accompany Mitchell's, McNally's, and other geographies, owe their origin,— and they are worthy of it.

Opposed to this conception (the falsity of which is abundantly shown by the poverty of the results which flow from it,) stands that of the school of Carl Ritter. In the place of accidental union is a productive co-ordinating principle; instead of a lifeless aggregate, a combination of mutually related and limited phenomena to an organic whole; no fragmentary selection, no wandering into other fields of knowledge, no hap-hazard traveling, but a careful and vivid characterization of all those elements which constitute the life of the earth or its parts.

The main features of Ritter's conception may be exhibited in his views of the nature of the earth, of its relations to nature and man, and, finally, the grouping of its phenomena to express that nature and those relations.

To the astronomer the earth exists but as a part of the universe, one atom of a great whole, and he investigates its planetary relations only. For the geographer, on the other hand, it is a whole in itself, and he seeks a knowledge of its purely telluric relations and phenomena. The three aggregate forms which its component materials assume — the solid as presented in the land, the fluid in the ocean, and the gaseous in the atmosphere,— at first sight appear arranged in a purely accidental manner. Nor do the forms of the first two present any regularity, but rather the utmost variety and confusion. As existing in space the earth appears to be an accidental union of three aggregate forms of matter. But closer examination shows that there is law and order underlying this apparent confusion. First, the land is seen to be grouped into great masses of unequal size, and more or less closely united. Corresponding to this arrangement of the land masses, is a similar one of the water, the larger land mass being associated with the smaller water mass, and conversely. Thus results a division into two hemispheres, an eastern and western; the former having a continental

the latter an oceanic nature. But the continental nature of the former is modified by the great extent to which the lesser body of water penetrates its mass, and the oceanic nature of the latter by the converse characteristic. Aside from these modifications each hemisphere presents phenomena peculiar to itself, which give it a special character, which determine its *individuality*.

Looking closer, we note a massing of the land to the north and east, of the water to the south and west — a land hemisphere on the one hand, a water hemisphere on the other. Here again one is modified by the occurrence of small water masses, the other by similar land masses, yet each preserves its own peculiarities, its own individuality intact. Turning now to the land, we observe a grouping into three northern and three southern masses, equally contrasted in character, equally individual.

If pursuing our investigation further, we consider each of the land and water masses separately, the same tendency toward individuality will be manifest. Thus in the great eastern land mass the uniformity of Africa, in both contour and relief, is contrasted to the variety of Europe, while Asia stands as an average of both. Similarly the natural divisions of the greater masses have their own character; the nature of Spain is not that of Italy nor Scandinavia.

Thus we see that the earth, alike with its smallest division, possesses a nature, an individuality which distinguishes it from all other natural bodies. To determine the phenomena which constitute this individuality, their laws and relations, is the geographer's chief aim.

But this earth has an existence in time as well as in space. We have seen that its existence in space is that of a whole, possessing a peculiar individuality; let us now enquire into the nature of its existence in time.

(To be continued.)

— Water charged with ten times its weight of carbonic acid is a complete extinguisher of fire, and a man in England has patented an engine for squirting it. The invention is received with great favor, and promises to revolutionize the fire department of London and other cities.

— Iridium, a substance almost as hard as diamonds, is an article used by gold pen manufacturers for points, and costs from $200 to $400 an ounce. It is fonnd with gold in quartz.

PHONIC READING.

FIRST STEP.

IN the first step, the children are taught,

1st.— To distinguish and imitate the sounds and forms of the small letters.

2d.— To spell by sound, and read at sight all the words and sentences which can be formed from these sounds.

3d.— To classify all sounds which they have learned, as those having a tone, and no tone.

4th.— To recognize the forms of the capital letters; still giving the same sounds as used in the small letters.

5th.— Names of the letters.

Phonic reading is divided into three steps, which comprise the first three years of the child's school life.

In the first step, to each character is attached but one sound. The short sounds of the vowels, as heard in *mat, met, pin, hat, hut,* the hard sound of *c* and *g*, the sound of *x* as heard in *wax*, are used in every case; and *s* has the sound of *c soft.* The letters *k* and *g* are omitted.

A set of Phonic reading cards, both large and small, a set of letter forms, and a little reading book, have been prepared by A. E. Sheldon, of Oswego, N. Y., with special reference to accompanying these lessons, which will be found of great assistance.

The blackboard should also be extensively used. The teacher who can print readily, will be likely to interest her class more thoroughly than by confining herself closely to the cards.

1st.— The teacher makes the short sound of *a*, and requires the children to imitate her; this is done until they can do it with some degree of accuracy. The teacher holds up a small card with the letter *a* on it, desiring one child to select one like it from the table, another to find one like it on the large card, class always deciding on the correctness of the selection. Teacher lets other members of the class do the same. She then makes several letters on the board, children deciding when she makes this letter; different members of the class are called upon to find as many like this on the table, and on the large cards as possible, always repeating the sound as they select them.

The teacher then takes the letter *t*, and treats it in the same manner. She then prints upon the board the letters *a* and *t*, at a little distance from each other, the children at the same time giving the

sounds; she next prints them below, a little nearer, and thus continues, the children repeatedly giving the sounds, and pronouncing them in more rapid succession, until they obtain the syllable *at*, which they pronounce until quite familiar with it. This will be sufficient for several lessons.

At this point, let the children learn to recognize, at sight, the words *the*, *is*, *his*, *this*, to be used in forming short, easy sentences. Next, let the character *m* and *c hard* be taken, and treated in the same manner as *a* and *t*. Then place upon the board the syllable *at*, which let the children analyze, and pronounce. At a little distance from it, at the left, place the letter *m*, class giving the sound, and pronouncing the syllable *at*. Below, and a little nearer each other, place the same letter and syllable, class pronouncing them more rapidly, and thus proceed until the word *mat* is obtained. The teacher may then have a little conversation about a mat, as: Who ever saw a mat? What used for? What made of? Where placed?

Let the letter *c* be treated in the same way, until the word *cat* is obtained from the children, and then proceed with all the succeeding lessons.

The children will require very thorough drilling on the sounds, in order that they may be given correctly.

The letters may be taken in the following order: *a*, *t*, *m*, *c*, *b*, *r*, *h*, *v*, *f*, *s*, *d*, *l*, *p*, *g*, *n*, *j*, *w*, *e*, *i*, *o*, *x*, *y*; and the combinations *on*, *oy*, *sh*, *ch*, *ng*, *roh*, and *th*, may be added.

3d.—*To develop tones, and no tones.*—Let the teacher call on the children to sound several letters, as, *a*, *e*, *k*, *m*, *p*, *t*, *q*, v. e.; then take two sounds separately, as, *a* and *t*, and cause the class to sound them in succession several times. Ask what difference they observe in these sounds. The children will say, "one sounds loud," or, "has a loud sound;" "the other sounds soft," or, "has no sound." Obtain from them, by questioning, that *a* has a sound; that *t* has no sound. Tell them that those letters which have a sound, are said to have a *tone*, and those which have no sound, are said to have *no tone*. Teacher may then ask class to give letters which have a tone, and those which have no tone, placing them upon the board in separate columns.

A good exercise for the class at this point, is, to give words beginning with a letter which has no tone; then words with a letter which has a tone.

The terms *tonic*, *subtonic*, and *atonic*, should not be given until the [illegible]ment of the third step.

4th.—*Forms of the capital letters.*— Select the capital *I*, place it beside the small *i*, asking the children to give the sound of *i*, (still using the short sound.) Let them give the sound, and find as many large *I's* on the table, and on the large card as possible. Lead them to describe it, as *I* is formed of one vertical line.*

Treat the letter *O* in the same manner, leading the class to describe it, by saying, "*O* is formed of one curved line."

Teacher places the capital *E* beside the small *e*, calling upon the class to give the sound of small *e*; tells them that the capital letter has the same sound. Children repeat it. Let them find as many large *E's* on the table and card as possible. The teacher now provides the class with the box of forms, which are composed of strips of pasteboard, both straight and curved, and says, "Make this letter." Ask, "how many lines in *E*?" (using the short sound.) "Point out the longest line." "The shortest." Lead them to describe it thus: *It is formed of three straight lines; the longest is a vertical line, and the two shorter are horizontal; the two horizontal lines touch the vertical line at the top and base. It has also a little mark in the middle of the vertical line, on the right side.* Proceed in a similar manner with all the capital letters.

Exercises.—Hold up the small letters, and let the children select the capitals that belong to them, and then reverse this. Let them give the sounds of the large letters when pointed to, and point to them when sounded.

The teacher may also have a daily drill with the children in imitating the sounds, without any reference to their forms. By varying the pitch on which these sounds are given, sometimes high, and sometimes low, sometimes at a shouting pitch, and then in a whisper, the exercise may be made very interesting.

5th.—Names of the letters should now be taught. This is the last work of the first year. S. C. S.

* Before giving these lessons, the idea of *straight, curved, vertical, horizontal, base,* should be developed in Lessons on Form. The terms *long, short, longer, shorter, right, left, between,* should also be developed.

— An extraordinary plan has been proposed by an engineer of Paris, M. Robinet. He proposes to consume all the noxious air in the sewers and underground places of Paris, by drawing it into the furnaces of the different manufactories of Paris, and passing the noxious air through the flames instead of the pure air now consumed, and which belongs to mortals and not furnaces. The practicability of the notion may be much doubted.

NECROLOGY FOR 1865.

JANUARY.

13.—BARTLETT, WM. PITT, an eminent mathematician engaged on the Nautical Almanac, Proctor of Harvard University, and contributor to the *Mathematical Monthly*, died in Cambridge, Mass.

15.—EVERETT, EDWARD D. C. L., an eminent statesman and author, Professor and President of Harvard University, United States Senator and Minister to Great Britain, died at Boston, Mass., aged 70 years.

FEBRUARY.

17.—BOND, GEORGE PHILLIPS, Director of the Observatory, and Professor of Astronomy in Harvard College, died in Cambridge, Mass., aged 39 years.

MARCH.

15.—WILSON, Dr. THOMAS B., President of the Academy of Natural Sciences, Philadelphia, and an eminent ornithologist and naturalist, died at Newark, Del.

APRIL.

15.—LINCOLN, ABRAHAM, sixteenth President of the United States, and filling that office for the second time, Member of Congress 1846–48, President March 4th, 1861, to April 15th, 1865, a skillful statesman, an able administrator of the laws and an *honest man*, died, assassinated by John Wilkes Booth, at Washington, aged 56 years.

26.—MOTT, VALENTINE, M. D., an eminent surgeon, professor and author, died at New York, aged 80 years.

MAY.

1.—DEHAVEN, Lieut. EDWIN J., United States Navy, commander of the first Arctic expedition, died at Philadelphia, aged 46 years.

18.—ARPIN, PAUL, editor *Courrier des Etats Unis* and contributor to the *New American Cyclopedia*, died in New York, aged 54 years.

JUNE.

10.—SIGOURNEY, Mrs. LYDIA H., a poetess and authoress of wide reputation, died at Hartford, Conn., aged 74 years.

Near relatives of Mrs. Sigourney reside in the township of Nottawa, St. Joseph county, Mich.

JULY.

4.—POTTER, ALONZO, D. D. LL. D., Bishop of Pennsylvania, and author, died at San Francisco, Cal., aged 64 years.

11.—HILDRETH, ROBERT, author of History of the United States, and Consul to Trieste, died at Florence, aged 58 years.

SEPTEMBER.

7.—GOULD, Miss HANNAH F., poetess and author, died at Newburyport, Mass., aged about 70 years.

30.—WAYLAND, FRANCIS, D. D. LL. D., a Baptist clergyman and author, and for nearly thirty years President of Brown University, died at Providence, R. I., aged 75 years.

OCTOBER.

2.—TALMAGE, Rev. SAMUEL K., D. D., a Presbyterian clergyman, author, and President of Oglethorpe University, Midway, Ga., died at that place.

27.—WORCESTER, JOSEPH EMERSON, LL. D., an eminent Lexicographer, Geographer and Statistician, died at Cambridge, Mass., aged 81 years.

NOTES AND QUERIES.

NO 1.—What is a good method of developing the ideas of *surface*, *line*, and *point*?

No. 2.—What is the etymology of the Latin *altus*?

No. 3.—"Look not thou upon the wine when it is red, when it giveth his color in the cup, when it moveth itself aright." What does the word *his* refer to, and why is it used?

No. 4.—In the natural sequence of studies, which should precede, Physiology or Chemistry?

—Schiller has more statues erected to his memory than any other poet in Germany. There is a monument in Stuttgart, Weiman, Frankfort, Mainz, Hanover, Mannheim, Hamburg, Munich, and Graz. Vienna and Berlin have as yet only the projections for the intended monuments.

— As telegram has superseded the word telegraph, so, in London, the word "paragram" threatens to take the place of paragraph.

RESIDENT EDITOR'S DEPARTMENT.

EDUCATIONAL INTELLIGENCE.

MATTERS AT HOME.

FIFTEENTH ANNUAL MEETING OF THE MICHIGAN STATE TEACHERS' ASSOCIATION.

BATTLE CREEK, Dec. 26, 1865.

THE Fifteenth Annual meeting of the Michigan State Teachers' Association convened at the Methodist Episcopal church on Tuesday evening, at 8 o'clock, and was called to order by the President, W. H. Payne, of Niles. Prayer was offered by Supt. Hosford, of Olivet. President Abbott, of the Agricultural College, was introduced, and listened to in a very interesting lecture on "The Study of Words."

The President announced the order of exercises for the following day; the secretary the names of the several committees to report during the present session, when the association adjourned, to meet at the Central High School building at 9 A. M., the next day.

Dec. 27, 9 o'clock A. M.

The association met as per adjournment. Prayer was offered by Prof. D. P. Mayhew, of the Normal School. The minutes of the last annual meeting of the association were read by the secretary, and approved.

On motion, the president appointed the following committees.

On Nominations — Prof. Mayhew, Messrs. Bellows and Whitney.

On Resolutions — Profs. Putnam, Abbot, and Simkins.

The president then delivered his annual address. Miss Ruth Hoppin, of Three Rivers, followed with a paper on "The Causes of Failure in Teaching."

The subject of "Journal of Education" was then quite fully discussed by Profs. Hosford, and Mayhew, Messrs. Simkins, Thomas, Latson, Bellows, and others. The universal feeling was, that the journal should be nobly sustained; and, to this end, voted that each teacher, on returning home, should exert himself in procuring subscribers for the journal. Adjourned until 2 P. M.

2 o'clock P. M.

At the opening of the afternoon session Mr. Bliss favored the association with a patriotic song, which was very pleasantly received.

The "Self-Reporting System" was very fully discussed as the next business of the association.

Mr. Peavey presented the following resolutions, just adopted by the Illinois State Teachers' Association, in session at Joliet:

WHEREAS, Republican institutions can find permanent safety only upon the basis of the universal intelligence of the people; and,

WHEREAS, The great disasters which have afflicted the nation and desolated one-half its territory are traceable, in a great degree, to the absence of common schools and general education among the people; therefore,

Resolved, That the time has come when these self-evident truths should be recognized by the establishment of a national Bureau of Education, as a co-ordinate branch of the government; and that the expediency of imposing some *educational test*, as the basis of suffrage throughout the whole country, demands the serious attention of the National Congress; and that Mr. Richard Edwards, president of the State Normal University, be appointed to present the views of this body, with their greetings, to the corresponding bodies of Michigan and Indiana, now in session, and ask their concurrence, in order to bring our joint influence to bear, as speedily and as effectually as possible, upon our representatives at Washington, and that we will unite with them to present our views to the representatives of the states.

Remarks were made on the resolutions by Pres. Edwards, Supt. Hosford, Profs. Putnam, Mayhew, and others, after which they were unanimously adopted.

The "Self-Reporting System" was then resumed, and discussed by Pres. Abbot, Profs. Putnam and Daniels, of Olivet. The prevailing sentiment seemed to be, that the system needed some modification in order to be generally approved. The association then adjourned until 7 P. M.

7 o'clock P. M.

Association met at M. E. church. Opened with prayer by Rev. Mr. Willard, and music by Mr. Bliss and lady of Chicago. Pres. Edwards, of the Illinois Normal University, was then introduced, and delivered a very interesting lecture on the "Sources of Personal Influence."

The president announced the programme of exercises for the next day. Mr. Peavey also announced that the ladies of Battle Creek invite the members of the association to an ice-cream festival and social, in the basement of the church, as the closing exercises of the association. Association adjourned till 9 A. M., the next day.

Thursday, 9 o'clock A. M.

Association met pursuant to adjournment. Devotional exercises were conducted by Prof. Putnam, of Kalamazoo.

Mr. Bliss occupied a part of the first hour in a lecture on music. After a short recess Prof. Griffith, of Batavia, Ill., delivered an interesting lecture on Elocution.

The president announced as committee on *Auditing Accounts*, Supt. Hosford, and Messrs. Potter and Lane.

The association then listened to a lecture by Prof. Gregory, of Kalamazoo College, on "The Life and Services of Dr. Francis Wayland." Pres. Edwards followed with a lecture on "Reading." Association adjourned till 2 o'clock P. M.

Thursday, 2 o'clock P. M.

A committee of three was appointed to solicit members. A large number of names were presented, and, on motion, the persons were received as members of the association. Prof. Bailey, of Yale College, occupied the next hour in a lecture on "Elocution."

The committee on *Nominations* reported as follows:

For President — Mr. W. H. Payne, of Niles.

For Vice Presidents — H. A. Latson, Grass Lake; H. Z. Potter, Detroit; A. C. Sargent, Marshall; V. R. Cochrane, Marquette; C. B. Thomas, Tecumseh; Wm. C. Catlin, Port Huron; S. R. Winchell, Paw Paw.

For Recording Secretary — C. F. R. Bellows, of Decatur.

For Corresponding Secretary — T. Landon, of Battle Creek.

For Treasurer — John Goodison, of Ypsilanti.

For Executive Committee — Pres. J. M. Gregory, Kalamzoo; C. L. Whitney, Dowagiac.

On motion of Mr. G. H. Botsford, the report was received, the committee discharged, and Supt. Hosford cast the vote of the association, electing its officers for the ensuing year, as reported above.

The committee on Resolutions presented the following report, which was adopted:

Resolved, That we send greeting to our fellow-teachers of the State and country on the auspicious opening of this first year of *universal freedom* in our native land.

Resolved, That the events of the past few years have deepened in us the conviction that *liberty and intelligence* are inseparable.

Resolved, That the law of self-preservation requires the nation to provide in some way, for the education of the *whole* people, irrespective of race or color.

Resolved, That the present meeting has increased our faith in the value and profit of the State Teachers' Association, both to ourselves and to the educational interests of our State.

Resolved, That we repeat our previously expressed opinion of the value and importance of the system of County Superintendents; of the advantages of Township over the District system, and of the value of County Teachers' Associations.

Resolved, That we heartily commend the MICHIGAN TEACHER to our fellow-teachers, and to the friends of education throughout the State, and that we pledge our earnest efforts to secure a good list of paying subscribers.

Resolved, That we return our sincere thanks to the persons who have furnished papers and addresses for our meeting; to Prof. Bliss for the very excellent music with which he has entertained and enlivened our sessions; and to the school authorities and citizens of Battle Creek, for the cordial greeting and generous entertainment which thay have extended to us.

Adjourned to meet at the M. E. church at 7 P. M.

Thursday, 7 o'clock P. M.

Association met as per adjournment. Prayer, by Supt. Hosford; music, by Profs. Bliss and Brown.

The audience then listened to Elocutionary recitations by Professor Griffith. Association adjourned to meet at its next annual session, where the Executive Committee should appoint. A pleasant social, agreeable to previous announcement, was in waiting in the church basement, whither all repaired, to partake of refreshment and make short, spicy speeches, as fitting finale of one of the most interesting sessions of the association.

C. F. R. BELLOWS, SEC'Y.

STATE UNIVERSITY.

Thus far during the present year there have been in the University of Michigan, 1,195 students, distributed as follows: Department of science, literature, and the arts, 353; department of medicine and surgery, 462; department of law, 380. This is a very large increase in all the departments, but no larger than the increase last year. The University is designed to complete the public school system of education, supported by the State, and, therefore, admits students who have about such a degree of preparation as the union schools can easily give. The examinations for admission to the department of science, literature and the arts, are thorough and fair. Of the 157 who applied this year for

admission, 40 were found unprepared, many of whom have entered the union school of Ann Arbor, or some other place, and next year will try again. By maintaining a good standard the University must exert a healthy influence on all the schools of the State. It has now a larger number of students than any other university in this country.

DETROIT PUBLIC SCHOOLS.

Through the kindness of Superintendent Doty, we are enabled to publish the following interesting statistics for 1865. We wish the authorities of the different public schools in the State would furnish similar items:

Number of children of school age, as per school census of 1865,	18,710
Number not in public schools,	10,226
Number of male teachers,	8
Average salary of male teachers,	$993 00
Number of female teachers,	78
Average salary of female teachers,	$385 00
Whole number of different pupils enrolled,	8,445
Average number belonging for the year,	5,431
Average daily attendance for the year,	4,990
Per cent. of attendance on average number belonging,	91.6
Per cent. of tardiness on average attendance,	1.4
Per cent. of school enrollment on school census,	45
Annual cost of tuition per pupil,	$7 20
Number of weeks taught for the year,	40

EIGHTH WARD UNION SCHOOL.—The entertainment given by the pupils of the Eighth Ward, on Friday evening, was repeated on Saturday night to a large and appreciative audience, During the past term this school has purchased for use in the Senior department, a fine piano, valued at $350, and the entertainment on Saturday evening finished paying for it, and left a surplus of about $50, which sum the pupils propose to expend in making sundry little improvements in the room occupid by the Senior department. Too much praise cannot be awarded to Principal Byington and his faithful assistants, for their energy and efficiency in bringing about the above result. We venture to say that there is no school in the city where so much has been done toward adding so much to the pleasure and comfort of its occupants, by the pupils themselves, as has been accomplished by the scholars in attendance at the Eighth Ward Union.—*Advertiser and Tribune.*

SCHOOL STATISTICS.

We are indebted to Superintendent Doty, of Detroit, for the following valuable statistics, which he has obtained, in advance of their publication, with no little trouble and labor:

1865.	Per cent. of attendance.	Cost of tuition per scholar.	Per cent. of attendance on school census.	Average No. of scholars taught by one teacher.	Average No. of scholars belonging for year.	Whole No. teachers.
Detroit,	91.6	$ 7 50	45	63	5,431	86
Chicago,	90.8	10 75	76	53	12,688	246
Cleveland,	93.5	12 00	46	47	5,288	113
Cincinnati,	93.9	13 25	29	47	17,331	373
Toledo,	96.9	12 00	53	44	1,875	43
Louisville,	87	12 50	36	48	6,329	142
Boston,	93	13 74		44	27,095	605
Milwaukee,	86	11 67	36	51	4,304	84
Providence,	95.7	11 20	68	49	6,940	158
St. Paul,	87.5		33			
Harrisburg, Pa.,	75					

— The Fall term of the Albion College closed on Friday evening, Dec. 22d, with an exhibition of the sophomore class. The following were the exercises: Oration, D. C. Page, Sturgis, on "Latent Power;" Essay, Miss Jennie E. Haven, Albion, "Influence;" Oration, Geo. L. Cole, Albion, "Julius Cæsar;" Essay, Miss Nettie E. Farley, "Thought;" Essay, Miss Fannie A. Alcott, Albion, "Indirect Influence;" Oration, J. A. Parkinson, Concord, "The Congress of Nations; Essay, Miss Delia H. Benton, Coldwater, "Character and Reputation;" Essay, Miss Eliza S. Cook, Marshall, "Chivalry;" Oration, F. C. Pierson, Parma, "The Scholar's Mission."—*Advertiser and Tribune.*

— The present term of the Ypsilanti Union School commenced on Tuesday, Jan. 9th. The school is unusually prosperous. We think we but express the sentiments of the community in saying that Professor Estabrook's connection with the school has almost become necessary to its prosperity. Mr. Edwards, in charge of the academic department, is also succeeding to the satisfaction of all concerned. It is seldom

that so large a school is conducted with such perfect harmony between teachers, patrons and pupils. The school the past term has been unusually large, there being a larger foreign element in attendance than ever before.—*Advertiser and Tribune.*

— Prof. A. S. Welch and family have safely arrived at their new home, at Jacksonville, Florida. As already announced in the TEACHER, the Professor is engaged in the lumber business, and, we are happy to add, is actually getting rich. A rich pedagogue! What a paradox!

— The Winter term of Olivet College opened on the 3d ult., with the prospect of a large attendance. The catalogue for 1865 shows the attendance of 179 gentlemen, and 157 ladies; total, 336 students.

— President Haven's address to the Law class of the University for the year 1864–5, entitled "The Legal Profession of America," has been printed in pamphlet form, by request of the faculty and members of the bar.

— Mr. John E. Clark, formerly a professor of mathematics in the University, has recently been appointed a professor in Antioch College.

Mr. Duane Doty, superintendent of the public schools of Detroit, has been granted leave of absence to attend the National Association of Superintendents, which meets at Washington, February 6th, 1865.

— Mr. Franklin Hubbard has resigned the principalship of the Adrian public schools.

— Superintendent Hosford has been chosen a member of the State Board of Agriculture in place of Prof. A. S. Welch, resigned.

— The last catalogue of Hillsdale College shows an attendance of 338 gentlemen, and 271 ladies; total, 609.

— Ann Arbor, having "the largest university on the continent," and one of the largest union schools in the State, had not a single representative at the late meeting of the State Teachers' Association.

— In declining the position of principal of the State Normal School, recently tendered him by the State Board of Education, President Gregory, of Kalamazoo College, refused a position with $500 greater salary, and much less labor attached, than the one he now so ably fills. Just like him!—*Advertiser and Tribune.*

— During the present year two hundred acres of University lands have been sold for $2,400; and eight hundred and forty acres of Normal School lands for $3,360.

— Mr. Geo. C. Bannan, a recent graduate of the Normal school, is principal of the Chelsea union school, assisted by Miss M. Van Tyne. Miss F. Bartlett is teacher of the intermediate department, and Miss A. Pitkin of the primary.

BAY CITY.

Miss Elizabeth Braddock has sold her seminary and grounds to the city for $3,000, for common school purposes in the 3d ward. Her services have been secured by the school board as teacher in the institution.

— The Lansing Academy closed its Fall term on Thursday the 30th of November. In the evening there was an exhibition which did great credit to those engaged in it.

— The Edwardsburg union school is conducted by Mr. Groat, assisted by Miss Bugbee and Miss Cookson. A corresdondent of the *National Democrat* represents it to be in a very prosperous condition.

— The public school of Union City is in charge of Mr S. G. Burked, assisted by Mrs. S. G. Burked; in the intermediate department, by Miss Nettie Holden, and Miss Josephine Perry in the primary department. Mr. and Mrs. Burked were presented by their pupils, at the close of the last term, with a beautiful copy of Webster's illustrated dictionary.

— Mr. W. W. Byington, principal of the 8th ward union school, Detroit, was presented with a beautiful silver fruit basket, at the close of the last term, by his assobiate teachers, as a token of their esteem.

— Mr. Thomas, principal of the Tecumseh union school, was recently presented by his students with a photographic album worth $25.

— A school festival was recently held at Newaygo, netting $100, which, with an amount previously obtained, was used to purchase an organ for the use of the school.

— Mr. Perry, of the Coldwater union school, was recently presented with a silver pitcher, and Miss Porter with a silver card basket.

IONIA.— A new school building, three stories high, of fine appearance, is nearly completed.

HOMER.— Mr. Walker, of Dexter, has become principal of the union school, with two assistants.

GALESBURGH.— Mr. A. Abbott, formerly professor of mathematics in Albion College, has been engaged as principal of the union school.

BERRIEN.— Mr. Albert W. Farley, a graduate of the University, is in charge of the public school.

LOWELL.—Mr. Henry M. Clark is principal of the union school; Miss Mary B. Hawley, assistant, and Miss Cook, of Grand Rapids, teacher of primary department.

DUNDEE.—The public school is under the charge of Mr. Basset. Miss Talcott is teacher of the primary department.

ST. JOHNS.—A new union school building has just been completed, 54 by 31 feet, with two wings 14 by 31 feet each, and three stories high.

ALMONT, Lapeer county, is about to erect a union school building at a cost of $15,000.

PONTIAC.—The students of the high school have formed a lecture association, of which Charles Hurd, principal of the union school, is president. Three ward school buildings are nearly completed.

FENTONVILLE.—Preparations are in progress to erect two new school buildings in different parts of the town. The seminary is in a very flourishing condition.

HOWELL.—Mr. Babcock is principal of the union school, which is represented to be in a very prosperous condition.

WENONA.—The public school is successfully conducted by Miss Chambers.

NILES.—An addition is to be made to the central building, during the coming summer, at a cost of $10,000.

PARKVILLE.—The citizens of this village are about to erect a commodious school building.

KALAMAZOO.—Efforts are being made to erect a memorial to the students and alumni of Kalamazoo College, who have fallen in the war for the Union.

MR. JOHNSON, teacher of the public school of Dryden, recently died of diptheria. His remains were sent to his friends near Albany, N. Y.

THE INHABITANTS of Clayton and vicinity are about to build a school house at a cost of $3,000.

THERE are now 264 boys in the State Reform School.

MATTERS ABROAD.

AMERICAN.

— Wm. B. Graves, the present Walker instructor of mathematics in Amherst College, has been appointed English principal in Phillips' Academy, in place of Wm. Eaton, lately deceased.

— Amherst College has lately received $100,000 from the legacy of Dr. Wm. Walker, of Newport. This institution has now on hand $1,500,000.

— A most beautiful monument has recently been erected over the grave of Professor Larned, late of Yale College.

— The *Southern Journal of Education* is soon to be published in Richmond, Va. Is this the forerunner of the "free schools," which a rebel orator professed to hate so thoroughly? Verily, the world *does* move.

— Col. T. W. Higginson, of Newport, has been appointed to edit the memoirs of the students of Harvard University who lost their lives in the late war.

— The school fund of Minnesota is nearly $1,000,000, and it is estimated that it will ultimately reach $12,600,000.

— Pittsburg increased its educational advantagess last year by the addition of eleven new public schools. The city paid $82,000 for school purposes in 1864.

— Two Yale students were recently fined $17 each, in the New Haven police court, for "stealing gates". the night before. Ancient college custom must bow before the civil law.

— The teachers of Baltimore have determined to erect a monument at that city over the remains of Edgar Allen Poe.

— Henry Barnard, LL. D., of Hartford, Conn., editor of the *American Journal of Education*, has been elected president of St. John's College, Annapolis, Md.

— The first theological seminary on the western continent, was built on Service creek, Beaver county, Pa., in 1794. It was a substantial log building, and is yet standing on the old site. A lithograph of it was recently taken.

— The lines "You'd scarce expect one of my age," were written by Oliver Everett, a Boston schoolmaster.

— Kansas is to have a State University, to be located at Lawrence. It has an endowment of 46,000 acres of land, and $15,000 as an initiatory investment, and its prospects are said to be very encouraging.

— The Unitarians of Plymouth have donated $29,000 to Antioch College.

— Harvard Medical School has at present 255 more students than at any other time during its history.

— Vermont University, at Burlington, has united with the Agricultural College. The latter brings a fund of $140,000. The business was consummated with much harmony.

— Joseph Williams, of Norwiich, Conn., the only survivor of the Yale class of 1798, recently died. He was 86 years of age.

— Indiana has 552,233 children between the age of four and twenty. The school fund, partly raised from liquor licenses, gives them only twenty-one cents each.

— J. L. M. Curry has been appointed president of the Howard College, Ala., at a salary of $5,000 a year.

— President Stearns, of Amherst College, was at Geneva, Switzerland, the last week in November, and was intending to visit Rome and the Holy Land before returning to America.

— The faculty of the college of New Jersey, at Princeton, have dismissed twenty-two students for being engaged in a "horning spree."

— The Illinois Normal University had, during the year ending June 23d, 1865, 693 students, of whom 282 were in the university proper, and 411 in the model school.

— Henry Winter Davis was a graduate of Kenyon College, O.

— Gov. Andrew has been chosen president of the New England Historic-Geneological Society for the ensuing year.

FOREIGN.

— A statue has lately been erected to Buffon in his native town, Montbard, in France. His tomb, it will be remembered, was destroyed during the Revolution, the lead of his coffin melted, and his bones scattered. A small pillar, raised by his son in front of the tower in which he worked, was, for a long time, the sole tribute to his memory. The statue recently erected at Montbard is said, by the French journals, to be very like the great naturalist.

— The professorship of English language and literature in University College, London, lately vacated by Prof. Masson, on his appointment to the late Prof. Aytoun's chair in the University of Edinburgh, has been applied for by Mr. Samuel Lucas, editor of the *Shilling Magazine*, and one of the staff of the *Times*.

— Queen Victoria, when at her palace, teaches Sunday School for the benefit of the youthful residents. The Archdeacon of London, on one occasion, was catechising the young Princes, and being surprised at the accuracy of their answers, said to the youngest Prince, "Your governess deserves great credit for instructing you so thoroughly in the

catechism." Upon which the boy responded, "Oh, but it is mamma who teaches us the catechism."

— Thomas Carlyle has been elected rector of the University of Edinburgh, an office purely honorary, by a vote of the students two to one over his opponent, Mr. Disraeli. The canvass was very animated, the opponents of Carlyle calling him "Atheist," and the opponents of Disraeli calling him "Jew" and "Tory."

— Dr. Barth, the celebrated African traveller, who died at Berlin in the early part of December, was forty-one years of age, and one of the few remarkably handsome men of Germany. He was an accomplished scholar, being master of Arabic, the dead and many modern languages, but devoted himself especially to geographical studies. He was president of the great Berlin Geographical Society at the time of his death. His chief work was his account of his journey across Sahara, his examination of Lake Tehel, and his discovery of the great eastern tributary of the Niger.

— Sir Charles Eastlake, president of the British Royal Academy, and therefore the successor of Joshua Reynolds and Benjamin West, lay, at last accounts, at the point of death at Florence. He will probably be succeeded by the celebrated Landseer.

LITERARY INTELLIGENCE.

BOOK NOTICES.

LESSONS IN ELOCUTION. By Allen A. Griffith. Chicago: Adams, Blackmer & Lyon, 1865; pps. 240, 8vo.

It is a common complaint that there are very few good readers or speakers in our schools. This complaint is more frequently urged by men well advanced in years, who love to contrast the scholarship of their earlier days with those of the present; and their conclusions are almost invariably in favor of the olden time. Still, if it be denied that our forefathers were better readers than we are, it must be admitted that at the present time there is a lamentable deficiency in this department. How few children read naturally, or read as they speak. But what painful distortions of voice and manner are to be heard and seen in our schools. How delightful to hear urchins repeating their letters at the very top of their voices, fairly screeching! or to listen to the declamation of young men who render *Hamlet's Soliloquy* and the

Wonderful One Hoss Shay in precisely the same style! These phenomena can be traced to adequate causes; and one of these, without doubt, is the almost universal custom of allowing children to read and speak selections of whose meaning they have only the faintest conception. It is well nigh impossible for a child to speak incorrectly what he fully understands. How artlessly and yet how correctly little ones talk at home! They successfully rival the most accomplished elocutionists; but the moment they enter school and are there put into straight jackets, all beauty and natural grace of expression are succeeded by lifeless formality and distortion of voice and manner.

The book before us is not a mere compilation of arbitrary rules, and of selections which are beyond the comprehension of ordinary pupils; but is based upon the often forgotten fact that natural abilities require *training*, but ought not to be dwarfed by artificial formulas and the repetition of unmeaning rhapsodies. The author is a thorough master of his art; and, in his public teachings, founds his directions upon natural laws which are easily comprehended and readily applied. The plan of his "Lessons in Elocution" is the same. There is first, a clear and concise statement of the principles involved in Gesture, Enunciation, Emphasis, Modulation, etc., illustrated by appropriate examples. It is quite a common notion that proficiency in these particulars can be acquired only by long practice under the direction of the living teacher; but it is a great excellence of this work that, by a careful attention to its teaching, a person may at least become an *impressive* reader or speaker, if, at the same time, it is ever kept in mind that a natural expression of thought, sentiment or emotion is the thing which is desirable.

It is worthy of attention that the selections in this work are very largely the product of our own times, and embody the vigorous thoughts and earnest feelings evolved by four years of natural education and training. The student, perplexed in choosing between "to be or not to be," and "My name is Norval on the Grampian Hills," will here find a happy relief. His feelings may not be wrought up, and his energies quickened by contemplating the sayings and doings of past centuries; but they surely must be by the thoughts still glowing from our furnace of affliction, and by the deeds which have resulted in our great triumph.

Mr. Griffith's work is one of real merit; and its introduction into our schools, and a judicious use of its methods, will certainly raise the standard of reading and of elocution.

METHOD OF PHILOLOGICAL STUDY OF THE ENGLISH LANGUAGE, *by Francis A. March.* New York: Harper & Brother; 118 pps.

This book contains selections from Bunyan, Milton, Shakespeare, Spencer, and Chaucer, as text, upon which are asked numerous questions in Etymology, Syntax, Prosody, History, Biography, Comparative Philology, etc. Reference is made in these questions, occasionally to ultimate authorities, but mostly to Fowler's English Grammar.

We think we hazard nothing in saying that a very large amount of time is worse than wasted in the study of Grammar. What proportion of scholars who have studied the usual text-book for four or five years are able to parse readily and accurately the words of ordinary sentences? We feel no hesitation in saying that there are scarcely twenty-five in a hundred. And even then is mere parsing the end of grammatical study? By no means. Yet multitudes have never suspected that grammar comprehends anything but the classification of words; and if, after several years study, they become able to "parse" with tolerable accuracy, they feel remarkably well satisfied with themselves. This is very much as though a man should undertake to fit himself for the practice of medicine by an exclusive study of the human skeleton, naming and classifying its different bones, and determining their proper articulations; but never studying the human body possessed of life and motion, endued with matchless symmetry and beauty, the dwelling place of an immortal soul. The mere ability to *parse* is of no earthly use, save as some discipline may possibly be acquired; it is only when it is a needful preparation for higher and infinitely more valuable attainments that it becomes truly valuable.

But it has long seemed to us that the entire method of grammatical study is false in its philosophy, and therefore barren of good results. Can a person become an Astronomer or a Chemist by the most faithful study of text-books alone? The thing is simply impossible. In the one case he must serve a long apprenticeship at "star gazing," and in the other he must incur the danger of burning his fingers and garments with acids, before any real progress can be made in these sciences. It may occur to some that if the reasoning be correct, only a very limited number can become proficient in science. If one cannot himself go to Rome and see its wonders, the thing next best is to talk with an intelligent man who has been there; and, if this is impossible, to do the best possible with a written description.

An observatory or a labaratory may be accessible to but few; but in the study of language there is no such obstacle, although most persons will persist in slowly and painfully picking up, at second hand, little

grains of doubtful value, when they might rapidly and pleasantly acquire in abundance the choicest treasures, if they had wit enough to become original explorers in a mine so accessible, so rich, and so extensive. The fact seems to be ignored that *grammar* is derived from *language;* and that, in consequence of this, the only rational way of becoming a grammarian is to go directly to the language itself, and, by the use of such aids as may be necessary, examine its structure, and become acquainted with its idioms, history, etc., Are grammars then of no use? Most certainly. Hugh Miller was undoubtedly one of the greatest geologists of the age. How did he become such? By spending several years at some famous university in the study of text-books on the science? Not at all. He became a geologist by scouring mountain and valley, hammer in hand, discovering a fossil and a fact here, and another there. He would then compare one fact with another, and from them deduce a theory. But suppose he wished to verify his theories by reference to formation in distant countries? This could be best done by reference to the text-books. Should a similar course be pursued in language, grammar would no longer be that "dry" study which most scholars declare it to be; for, from our very constitution, the pursuit of knowledge must be agreeable if it is conducted according to a rational method. It is our unphilosophical and intensly stupid modes of instruction which convert a possible pleasure into unmittigated drudgery.

Some one has said that language is "fossil poetry;" and Dean French adds that it is "fossil ethics, and "fossil history" as well. But how shall language be made to discover these hidden treasures, unless by searching for them diligently and wisely? It is upon such considerations that we welcome this book, which we believe is the only one of the kind published. "Taylor's Method of Classical Study," the model which Mr. Marsh has followed, is already doing for the study of Latin and Greek which we trust this will do for the study of English. Its method is very simple for the reason that it is entirely philosophical; and we believe that in the hands of a faithful teacher it will make English Philology one of the most pleasing and profitable studies pursued in our schools. We take great pleasure in commending it to the teachers of our State, and hope they will at least become acquainted with its merits, and that, as far as possible, it may be placed in the higher departments of all our schools.

METHOD OF INSTRUCTION, *by James Pyle Wickersham, A. M.* Philadelphia: J. B. Lippincott & Co.; pps. 496. $1 75.

This book is designed to be a contribution to Educational Philosophy, and its very purpose entitles it to a searching and candid criticism. It

is not often that a work professedly philosophical has been written for the instruction and guidance of teachers; and the appearance of this book possibly indicates the dawning of a new era in the history of education. Until recently it has hardly been suspected that teaching was a science, and that it was possible to secure definite results by working in accordance with great laws which may be developed and understood; but of late there seems to be a nebulous perception of the fact that the education of the human soul, and the fixing of its destiny, are not of necessity a chance work; but that it may be the privilege of the teacher to pursue his work under the guidance of great principles which are as constant in their operation and as invariable in their results as the law of gravitation. What beautiful consistency in the belief that the blacksmith cannot forge a horseshoe aright unless he respect certain material laws; but that the training of the human mind is not controlled by conditionary principles.

The introductory portion of this work is devoted, first, to a concise statement of reasons why teachers need special preparation for their work; but as the superiority of trained teachers is fast disabusing the public mind of the false notion that the special preparation is not essential to successful teaching, we need not dwell upon this point. The author next proceeds to the development of a series of laws which underlie the art of teaching, and to a statement of the methods which naturally result from them. Primarily, the theory of teaching involves but two considerations — the nature of *mind*, and the nature of *knowledge* — in that which is acted upon, and the means which must be employed to accomplish certain results. The acquisition of knowledge is the condition of mental development; and from this it follows that there must be a perfect corelation between the powers to be educated, and the means of their education. Thus, if it is a law of mind that certain powers must be developed in advance of others, there must be something in the nature of knowledge adapted to secure the result. The truth of our philosophy, therefore, must rest upon a comparison of our deductions under the first topic with those under the second. Proceeding according to this method, Mr. Wickersham presents a series of fourteen laws, deduced from the Nature of Mind, and an equal number deducted from the Nature of Knowledge, and so arranges them that their mutual correspondence may be clearly seen. As an example of of these results we give a statement of two corresponding principles:

FROM THE NATURE OF MIND.	FROM THE NATURE OF KNOWLEDGE.
The Human Intellect embraces a number of Distinct Faculties, each of which requires different kind of Culture.	Educational Means can be found adapted to give Culture to every capability of Mind.

After a statement of these conditioning principles, the author applies them to a determination of methods to be employed in teaching the different species of knowledge. For this purpose he adopts the following classification of knowledge: First class — *The Elements of Knowledge.* Second class — *Language.* Third class — *The Formal Sciences.* Fourth class — *The Empirical Sciences.* Sixth class — *The Historical Sciences.* Seventh class — *The Arts.*

The above is intended merely to convey some idea of the author's method; and, particularly, to show the philosophical and comprehensive nature of the work under discussion. After these generalizations, following the same plan, Mr. Wickersham presents methods for teaching in a rational manner, the various branches pursued in the most extended course of study.

To those who read our "First Words" it is unnecessary to say that we are entirely in sympathy with the spirit of this book. Its plan is one which we heartily approve — the only one, we believe, which the nature of the subject can admit; and its execution seems particularly successful. It is founded on a truer philosophy than Herbert Spencer's "Education;" and in point of practical value is worth scores of such books. There is no materialism lurking in Mr. Wickersham's philosophy, but a constant recognition of God as the Author and Controller of mind and matter. No earnest christian teacher can study this book, and not be a better, happier, and more useful member of his profession. By the direct influence and teaching of our late Superintendent of Public Instruction, we believe the teachers of Michigan will welcome a book whose purpose is to point out a more rational way of solving the great problem of human culture. To all such we confidently and earnestly commend the work.

ABOUT BOOKS AND PERIODICALS.

PROF. WICKERSHAM has in preparation a new work entitled, "Methods of Culture; or, That Part of the Philosophy of Education which treats of the Nature of Man and the Methods of educing from it all the Perfection of which it is susceptible."

— SCRIBNER & Co. import and have for sale "The Great Schools of England," embracing a history of the noted foundation schools, Eaton, Harrow, Rugby, etc. $6 50.

— President Fairfield, of Hillsdale College, has in press a work of about 600 pages, entitled "Sketches of Foreign Travel."

— Mr. George Howland, Principal of the Chicago High School, has published a volume containing translations of several of the Odes of Horace, which are highly commended by the *Round Table.*

— A very valuable scientific work has just been published by J. B. Lippincott & Co., Philadelphia, entitled "The Student's Practical Chemistry.

— The "Book Concern," as it is called, of the Methodists was originated in 1789 by a preacher in Philadelphia, on a borrowed capital of $600. After a time it was removed to New York, and in 1833 took its present location. Its capital now is $837,000. Its total profits from 1836 to 1860 were $1,171,584 60, and these all go for denominational purposes.

— "The Examiner" is the title of a new book recently compiled by Mr. S. G. Burked, of Union City, Mich.

— *The American Educational Monthly* recently contained two articles entitled, respectively, "The Ignorance of Teachers," and the Dishonesty of Teachers," which disclose a very bad state of things among eastern pedagogues. We have, for some time, suspected they were slightly behind the times; but that, as a class, they were absolutely dishonest, we did not know till assured of it by the *Monthly.*

— Ticknor & Fields have recently commenced the publication of a new weekly, called *Every Saturday.* Its editor is Thomas Bailey Aldrich.

— Wilson's Intermediate Third Reader has just been issued. With the Fourth Intermediate, which is in press, the series will be complete.

— The Philadelphia correspondent of the *Round Table* is Dr. R. Shelton Mackenzie; its Boston correspondent, E. W. Whipple; and its London correspondent Rev. M. D. Conway.

— A. S. Barnes & Co. are publishing a series of Outline Maps by Prof. Ripley, of the Normal School.

— Richard Edwards, of the Normal University, Ill., is preparing a new series of Readers. They are based upon the common sense idea that pupils should understand *what* they read before they can learn *how* to read.

— David A. Camp has become editor of the Connecticut *Common School Journal.*

— Prof. William P. Atkinson, of Cambridge, is the new editor of the Massachusetts *Teacher*, assisted by an editorial committee consisting of John D. Philbrick, D. B. Bagar, and John Kneeland.

EDITORIAL NOTES.

NEW subscribers will please state whether they have received the first number or not. We have only a limited number left, and cannot send duplicates.

— Prof. Bengel's aeticle is unavoidably crowded out of this number, but will appear in our next.

— The March number will contain an artice on Dr. Francis Wayland, by President Gregory.

— In this number we give a small space to "Notes and Queries," hoping that our readers may become interested, both in answering and in sending similar ones. We do not limit them to any special department; but prefer that they be such as involve useful facts, or a knowledge of principles. If a suitable interest is taken in this matter, "Notes and Queries" will be made a permanent department.

— Prof. Goodison, besides his "Contributions to Geographical Methodology," has kindly consented to furnish interesting translations from the German, which will appear from time to time.

— Is it asking too much to request the principals of union schools to interest their assistants in THE MICHIGAN TEACHER? With the aid that might be easily rendered in this way, this enterprise might be placed beyond any probability of failure.

— It will greatly aid us to receive items of educational news, and contributions of a practical nature.

The Michigan Teacher.

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THE

MICHIGAN TEACHER.

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DR. WAYLAND AS A TEACHER.

WHEN FRANCIS WAYLAND died, a great teacher ceased from among men. The world at large knew him, and will remember him as an eminent preacher and author; but his highest claims to the consideration of mankind rest upon his work and character as a teacher. It was in the teacher's chair that his greatest influence was exerted, and among his pupils his most impressive and enduring marks were made upon his country and his times.

Francis Wayland began his career in teaching, at twenty-one years of age, as a tutor in Union College, where he had graduated four years before. He never worked in the ranks of the primary teachers, but this serious lack in his apprenticeship was, in a large degree, compensated by the intimacy to which he was admitted with that great Nestor of American teachers, the venerable Nott. As a preparation for his work he had not only a thorough collegiate education, but also a three years' course of medical studies, and a year's study of theology under that great theologian and great teacher, Moses Stuart, of Andover.

Thus richly furnished with various knowledge, young Wayland was still more richly endowed in rare mental and moral characteristics, which could not fail to make him eminent as an educator. There was a most earnest, consciencious devotion to duty in him that stopped at no obstacles, and went tirelessly on to its great ends, courting no applause and fearing no disfavor. Duty in its own name, and by virtue of its own inherent authority and divineness, was sacred to him. He followed it with the steady tread of a veteran soldier following his leader. I doubt whether Francis Wayland ever knew a duty he did not perform, or at least heartily attempt. To the tasks that conscience

assigned him he brought all the powers of which he was master, and exerted them cheerfully and faithfully to the end. And it was a Christian devotion — the love of Christ inspired and sustained it.

To these high moral qualities he added the gifts of a most sound and practical intellect. He was a great master of common sense. He seemed to perceive as if by an instinct where the clear and the practical in any discussion ended, and where the vague and the doubtful began; and, though not destitute of acumen for metaphysical debate, he resolutely avoided its unsatisfying subtleties, and clave to the "truth which holds good in working." As an educator he sought the practical rather than the theoretical.

Finally, there was in him a great capacity for *work* — downright, earnest, tireless work. This demonstration seems to have caught the attention of every observer, and some say, in sadness, he fell a victim to his incessant industry. "He had no faculty for relaxation," said one who knew him best. Activity such as his would have made even a common mind great. To his life it lent wide power and fruitfulness. With these four cardinal qualifications — large learning and experience, great devotion to duty, a grand, practical intellect, and a love of work,— how could he fail to be eminent as a teacher of youth?

The Brown University of 1827 was by no means the Brown of today. Poor in friends, poor in library and apparatus, and still poorer in character and reputation; sound discipline had disappeared and "idleness, dissipation, and recklessness" abounded. It was no bed of roses to which the young president came. Nevertheless, he threw himself into the work with a zeal and energy that knew no rest. The man was equal to the occasion. There was *work* in him, and when did *work* ever fail to find, or make its way? "His words and deeds," said one of his surviving colleagues, "gave the students to understand that he would have a good college or none at all; that Brown University was not to be the resort of the idle or the worthless." How he succeeded, the subsequent history and the present proud position of Brown amply show. "The young men," says the same colleague, "were fired with his spirit of earnestness, and found themselves and the whole college lifted to a higher place." "The large part of the students," says another authority, "not only acquiesced in the change, but rejoiced in the beneficial result. There are men now in high position who ascribe their success in life to the influence of Dr. Wayland in recalling them from the worse than waste of time, and inciting them to assert their manhood by a new course of conduct."

But not alone to the interior work of the college did he give his attention; its finances, libraries, and buildings felt the power of his influ-

Business men were as much impressed by his spirit as were his

pupils. Men of wealth caught from him new ideas of the high uses and the beneficent power that reside in wealth. Catching the impulse of his noble zeal, they too sought to become the patrons of learning and the benefactors of mankind. Their money, to his mind, was the needed body to the soul — the grand indispensable lever for his power. In 1831 a library fund of $20,000 was obtained, a splendid token of the confidence his administration had awakened in the public mind; and in 1834 a beautiful chapel and library hall were added to the university buildings.

It is not the province of such a mind as Wayland's to tread, in submissive silence, beaten paths, just because they are *beaten*, nor to conserve old things because they are old. The great problems of college education could not fail to arouse the most earnest questionings of his clear intellect. The lack of adaptation, in the college curriculum, to the real and vital wants of the age caught his attention and aroused his most vigorous thoughts. He planned a reform that should give to the new natural sciences a just and more prominent place in the course of college studies; and by distributing the entire curriculum into several distinct courses, each separate and complete in itself, he sought to throw the college open to all who sought acquaintance with any department of knowledge. The justness of his views as to the relative value of the different studies has been severely questioned, but no one will question the powerful influence Wayland's views have exerted on college education in America. Even those who rejected his views were stirred to new and deeper thoughts of the subject, and many a college catalogue bears clear evidence to the, perhaps unknown, influence of his ideas on the material and arrangement of its scheme of instruction.

His "New System," as it was called, awakened at once the liveliest interest among the practical business men of the country, and one hundred and twenty-five thousand dollars were promptly contributed by the citizens of Providence and other places to enable him to put it into operation. Its introduction was speedily followed by a large increase of the number of students. Its ultimate effect and value it is yet too early to estimate.

But his efforts were not confined to the general features of the course of instruction. In his own chair he scanned carefully the theories presented by his text-books, and, instinctively rejecting the false and the obscure, he sought to substitute clearer and more practical views. Out of these efforts grew his text-book on Moral Philosophy, over one hundred thousand copies of which have been sold in this country, and at a later period his works on Political Economy and Intellectual Philosophy, books which, by the pellucid clearness of their style and the

practical common sense of their views, have attained wide circulation and use in our American schools.

To complete this view of Dr. Wayland as a teacher, there needs to be added an account of his methods in the class room. But as my space is already filled, I must leave this to be the topic of a future paper. There are few teachers whose methods will so well repay a careful analysis and study.

WHAT IS A PUBLIC SCHOOL SYSTEM?

NO. I.—GENERAL PRINCIPLES.

THE wise and patriotic statesman always pays particular attention to the moral and intellectual culture of the rising generation. It is but natural he should. He sees, in the proper education of the youth, the future prosperity of his people; in the absence of it, their future ruin. No proposition is historically more rationally proved than this, that the prosperity of a nation is in exact ratio to the moral and intellectual culture of its citizens and leaders. The man, be he statesman or teacher, who, from noble motives, works earnestly and successfully in this direction, becomes, undoubtedly, the greatest benefactor of his cotemporaries. What else moved the heart of the greatest of all modern educators, HENRY PESTALOZZI, but the desire to become useful, in this line, to his fellow-men? And his name will be gratefully mentioned by all when the names of many speculative politicians will be forgotten. He thought first to benefit his fellow-men most by becoming a minister, and afterwards a lawyer, but he failed, and it was then that he uttered those ever memorable words, "*I will become a schoolmaster.*" How nobly and how successfully he accomplished his mission we all know.

The principal means, therefore, of securing a true moral and intellectual culture of the youth, are *good teachers and good schools.* It is true, there are other educational factors besides the school. The *state*, the *church*, and especially *experience*, educates man. But the influence of these agencies is more of an *accidental* nature, whilst the school works *methodically* and *systematically.* It may be said to be one of the main duties of the school to prepare the youth, so that he may be able to derive the proper benefit from these agencies. Many live in a state, are members of a church, and pass through various experiences, but the educating influence of these agencies is often lost, because the proper school education was neglected.

Isolated schools, however, or *solitary* activity of a teacher may be beneficial to *individuals*, but they will not answer *for the state at large.* Particularly not, if its form of government is a republican one, where every citizen participates in making and executing the laws. This form of government presupposes the proper qualification *of all.* Hence the great necessity, in a free government particularly, of organizing the institutions of learning in such a manner that every legal individuality of the state may receive its proper qualification. Or in other words, *the state, as the bearer and guardian of the public culture, must divide, subdivide and grade its schools in such a manner that all children, all periods of development, all legal positions, both sexes, in general all legal organizations of the social life can receive their peculiar development in a natural gradation, forming at the same time an organic whole.* This is what is technically called a *public school system.* A state can therefore not claim to have a public school system, if it has only common schools and a university. It must have a bridge which leads, by natural gradations, from one to the other. Different institutions of learning do not form a public school system if they are not in an organic connection and coöperation.

We distinguish in every human action a beginning, a middle and an end. This natural law must not be violated in that important action of man, by which he acquires a good education. That is, *in a well organized public school system there will be observable a beginning which prepares gradually for the middle, and a middle which prepares in a similar manner for the end.* Any other arrangement does not deserve the name of a public school system, and will not answer its purpose.

All institutions of learning, which are logically necessary to form a public school system, must rest upon a common basis. This basis is of a different character, extensively and intensively, in different nations, and in different ages, and stands in precise ratio to the position which a nation holds in the general scale of civilization. *It is that kind and that degree of moral and intellectual culture which a nation possesses, as an acquired property at a given time, and of which it is conscious as being a sure foundation for further progress for all.* It matters not whether some individuals are "behind their time," and others — fortunately, however, very few — are "ahead" of it, all bear, more or less, a character which has a striking resemblance to the operative culture of their time, to which it owes its form and nature. This, as a matter of course, must be so. For the present is a child of the past, and the future is the consequence of the present. It is also evident that nature educates individuals through the educational progress of the whole

race, and the progress of the latter is again conditioned by that of individuals. Hence the necessity of the state, which represents the interest of the whole nation as well as that of individuals, *to establish a public school system upon the basis of the present operative culture, which is the result of the past, the cause of the character of the present, and the embryo form of the future.*

Besides the common basis upon which all institutions of a public school system necessarily must rest, they must also have *a common aim of instruction.* However different the material of instruction in the different divisions of a school system may be, every one of them must try to reach the twofold aim of instruction, namely: the *material* and the *formal.* The neglect of either leads to onesidedness. What are these aims?

The material aim is in short, "*introduction into a certain circle of knowledge.*" The formal aim may be briefly defined as the *development and strengthening of mental powers.* This latter aim is undoubtedly the most important one. For the development and strengthening of mental powers creates self-consciousness. *And in a true consciousness of ourselves in regard to our relationship to God and to the world, and in a free self-determination, which is the logical offspring of our self-consciousness, lies the truly human, or if you will, godlike character of man. Or, in short, "the truly noble character of man lies in a free self-conscious activity of his mind."*

To develop this self-consciousness, and to elevate it to such a degree that it becomes the solid basis of a free, moral self-determination, is the most noble and most important aim of instruction. And this is understood by the formal aim. This aim must be reached through *the material aim, which consists in imparting to the pupil that kind and that quantity of knowledge which is indispensable to him in order to become a useful member of society.* It lies, however, in the nature of instruction that both aims cannot become completely separated. For, where should the mental powers become strengthened and developed, if not in acquiring a certain branch of knowledge? And how can a certain kind and a certain quantity of knowledge be imparted without developing and strengthening the mental powers? Nevertheless, is it possible to favor one aim to the disadvantage of the other. And this should be avoided. For mere imparting of practical knowledge without the *What?* the *Why?* and the *How?* is of a subordinate value, sometimes even dangerous. And the attempt to exercise the mental powers on a material not practically useful is unwise. It is therefore highly important that both aims, in regard to their value and mental relationship, are well understood, and accordingly connected.

The PLAN OF INSTRUCTION settles the question, "What should be taught?" The METHOD OF INSTRUCTION shows the way in which both aims of instruction can be reached in the shortest, most complete, and most natural manner. Thus, *uniformity, harmony, connection, and co-operation in the plan, method and aim of instruction, are necessary qualities in all institutions forming a public school system.* If we are permitted to use figurati ve language, we have now that tree of knowledge so far developed as to know what its necessary basis and what its common trunk (aim of instruction) must be. Now, which are the branches which form an organic outgrowth from this common root (basis) and trunk? *These branches are the different courses or directions of education.* We find the philosophic reason for these different courses or directions of education, in the fact that the general abilities or talents of man assume again, in each pupil, a character peculiar to himself, which makes of him an individual in the strictest sense of the word. Each pupil, however, should become what he is fit for, *according to his peculiarity or individuality*, not what in general a man should become. Philosophically it is not justifiable for parents to attempt to make a doctor, or a lawyer, or a teacher out of a boy, if his peculiarity fits him to become a good mechanic. And so in the reverse case. Now, we repeat the above mentioned question again: What branches are an organic outgrowth from the common basis and trunk? Or, without figurative language, "What series of schools must a public school system contain, in order to answer its purpose?" The answer is contained in the above definition of a school system, namely, so many series, and of such divisions, subdivisions and grades, that every legal individuality of the state can receive its peculiar development. Each pupil will attend in that division or grade which is adapted to his peculiarity and period of development. All legal individualities of the state can first be divided into two classes, *the class of citizens*, and second, *their leaders.* Hence the two main branches on the above mentioned tree would be:

1st. A course, or a series of schools in which every citizen of the state can find that quantity and that quality of knowledge which enables him to come up to the requirements of the operative culture of his time.

2d. A course or a series of schools in which every public leader of the state can find that quantity and that quality of knowledge which enables him to become a successful leader (officer) according to the requirements of the operative culture of his time. J. BENGEL.

YPSILANTI, January 2d, 1866.

TEACHERS' MEETINGS.

THIS topic, unrestricted, is a broad one, embracing a large field, only a portion of which we have time, at present, to examine.

By "Teachers' Meetings" we do not include Institutes or County and State associations, but refer solely to the weekly and semi-monthly meetings of the several teachers engaged in a union or graded school; or the teachers of several schools in the same town or village, under the supervision of one principal or superintendent. Much has been written and said upon the usefulness of county and state teachers' associations, and all earnest educators can attest their value; but of these minor meetings, these gatherings of teachers having a common interest and needing a common sympathy and plan of labor, little has been written and less said. Nothwithstanding this apparent neglect the importance of such meetings is very great and not easily overrated. These meetings are to our schools what officer drills are to a well regulated body of troops. As in an army, the subordinate officers must act in concert with each other, and at the same time in connection with and subject to their commander, so in a well regulated school the assistants or under teachers must act in unison with each other, and in correspondence with the general plan of the school, and under the direction of its principal; and the commander of the one and the superintendent of the other are alike responsible for the success of their several charges.

What has been said of public schools is equally true of sabbath schools.

For the most part, the teachers of our public schools come together from different and often remote parts of the country, each with the customs and peculiarities of his own section, and the modes of teaching and disciplining a school used where he was educated; and a corps of teachers thus dissimilar in habits and methods, acting without concert, would soon ruin the best union school in our land—it would be a school without union.

Strength lies in unanimity of purpose, and success follows a uniformity of action, as much in the management of a school as in the control of a nation.

To secure a concert of action, teachers should know each other and each other's views; they should have a general plan embodying their views so far as good, and the principles to be followed by all; and where can these things be done better than in a general gathering of all concerned—in a *Teachers' Meeting?* What better method can there be than for superintendents or principals to call their assistant teachers together in frequent meetings, and then unfold and explain plans,

give directions, listen to and answer objections, hear and discuss improvements, correct failures and make criticisms? Such meetings tend to promote harmony throughout the school, increase the interest of teachers in their schools, each other, and their pupils.

That such meetings may be held is a great argument in favor of the township over the district system, as in the former a uniform plan of instruction may be had, executed by teachers acting in unison under the supervision of one head.

How often shall such meetings be held? Semi-monthly or oftener if the interests of the school or schools demand it.

When is the best time to have them? When most convenient, but at regular intervals. This time may be in the evening—on Saturday, or at the close of any day's session of school, as those interested may determine.

How shall they be conducted? This is a question requiring thought, and may be a subject of discussion. There should be, however, a regular system as in a deliberative body. Regularity and punctuality should be required. The following may serve as an order of exercises, if no better be at hand:

1st. Notation of absences, etc.

2d. Receiving reports of failure or success in the various departments or schools from teachers.

3d. Report of principal or superintendent, giving his observations and criticisms.

4th. Discussion of above reports.

5th. Discussion of topics of general interest, reading of papers, etc.

This order should be made formal by the principal acting as chairman, and in his absence a chairman *pro tem* should be chosen. There should be a secretary to record the proceedings of each meeting, and preserve the same.

With these suggestions we rest the subject with our readers.

A. E.

CONTRIBUTIONS TO GEOGRAPHICAL METHODOLGY.

1.—THE NATURE OF GEOGRAPHY.

(Continued.)

WHATEVER amount of credence we may give to the doctrine of nebular origin, it is scarcely possible to doubt that at a remote period of its existence our earth formed a plastic mass but little removed from a state of perfect homogeneity. Its geologic history shows that it has progressively reached a condition of greater complexity

in organization conjoined to a sharper contrast in its forms. From the original mass have arisen the three aggregates of air, water and land; upon these have appeared the various forms of vegetable and animal life, and finally man, the crown of all. Nor has this chain of modifications reached a finality. The physical and chemical forces of nature and the activity of man are continually effecting changes in the character of the land and water masses — changes, too, which constitute an advance — which tend to render the earth fitter for its high and final destiny.

Hence we see that the individuality previously noted in the divisions of the earth and their subordinate parts is a result of progressive growth. And when we add to this the fact that the land, water and air, in their unity as in their subdivisions, exercise a distinct function in the terrestial economy, it is impossible to escape the conviction that our dwelling place is something higher and nobler than a dead aggregate of matter. And if we cannot class it among living organized beings, neither can it be ranked with the lifeless unorganized. In the words of Ritter, we recognize it as a "truly and peculiarly organized, progressively developing natural body" as a "cosmic individual with special organization, an *Ens sui generis* with progressive development. It is a systematic whole with special movement, with cosmic life."

It was remarked above that the three aggregate forms perform each their special work — each forms a nucleus around which distinct series of phenomena are grouped. They are in fact the *organs* of the earth through which its life is manifested. Like all organs, too, they have not only their individual functions, but exercise reciprocal modifying influences upon each other. The sharp contrast of air and land is softened by the oceanic connecting link, and the action of air upon ocean promotes the exercise of this office. At the same time the ocean, affording an easy means of intercourse, renders the otherwise detrimental individualities of the land masses promotive of mutual progress.

Thus this earth is an organism of which land, atmosphere and ocean are the organs, whose action and mutual reaction constitute its life. Each organ, while contributing its share to express the life of the entire organism, has a life of its own — individual — distinct, yet harmonizing with that of the whole.

So far we have viewed the earth as a product of the natural forces. We have now to contemplate it as itself a force. We find existing upon its surface three secondary organisms: the organisms of plasticity, sensibility, and intelligence. The consideration of the earth's relation to these forms constitutes the second feature in Ritter's system. It

does not present itself as the supporter only of vegetable, animal and human life, but it operates actively upon them — is an "integral member of the natural order of things." The life of each one of the three organisms is inseparably bound up with and limited by that of the earth. There are, however, degrees in this connection, and the modifying influence decreases as we ascend in the scale of being. The organism of plasticity, the plant, has its very life dependent, not only upon the earth, but even upon some special locality. In the organism of sensibility, the animal, we have greater freedom, but yet within specific limits. In man, the highest of all, this freedom culminates, still his inseparable dependence upon his terrestial surroundings is undeniable. This earth is "not only the territory, cradle, dwelling, but also the school, the great school of humanity. Hereby there opens for the earth, as a planet, besides its natural destiny a far higher: its influence on the mental world. This ethic, *i. e.* moral determination, distinguishes the earth characteristically before all other known bodies of the so-called unorganized and organic nature." Each man is "the reflection of his terrestial locality. The inhabitant of the north and the south, the east and the west, the Alpine shepherd from his Tyrolean mountain-land, the Batavian from the lowlands of Holland: each man is the representative of his natural home, which has borne and reared him. The fatherland is reflected in the people."

But while the earth acts thus upon the secondary organisms, they in return exercise a powerful reactive influence. While the constitution of the earth modifies the life of plant, animal and man, giving them a character related to the specific localities, conversely the restriction thus effected, of families and races to particular lands, serves to characterize these lands more definitely — to add another feature to their individuality. Distinguished among these reactions stands that of man. He has completely revolutionized the relations which subsist among the terrestial individualities. The cultivated prairie, the cleared forest, isolated lands linked by steamers, the rise of empires, kingdoms, and republics are among the evidences of his action. Geography is indeed History crystallized — History, Geography in evolution.

Such is an imperfect presentation of two elements in Ritter's system — the nature of the earth and its relation to nature. The phenomena in which this nature and these relations are manifested constitute the subject matter of geography. Hence, it is obvious that its nature is something far higher than a mere "description of the earth's surface" — it is a biology, not an anatomy of the earth. There still remains, however, the question whether geography is a science. This must be answered before considering its classifications. J. G.

PHONIC READING.

SECOND STEP.

THE words to which the children are introduced in this step are arranged in the following classes: 1st. Silent letters; 2d. Long sounds of the vowels, together with a few words, which are to be learned at sight, containing different sounds of the vowels; 3d. The sounds of *k*, *q*, and the two sounds of *c* and *s*; 4th. Two initial consonants; 5th. Two terminal consonants; 6th. Three initial consonants; 7th. Silent initial consonants; 8th. Central silent consonants; 9th. Terminal silent consonants; 10th. Central silent vowels; 11th. Terminal silent *e*; 12th. Terminal silent *ue*.

At the commencement of the second year the children may be introduced to reading books, such as are ordinarily used in this grade, and the subject matter of the second and third steps is treated as a spelling lesson.

1st. Silent letters.—Let the teacher write upon the board a number of words containing silent letters, such as *bill*, *fill*, *hill*, *dick*, *stick*, *high*, *sigh*, etc. Let the children spell the word *bill* by sound several times, and let them give each sound separately. Ask, "How many sounds are there in this word?" "How many letters?" and lead them to say that it has four letters, and but three sounds. Ask the children, "What can you say about one of these letters?" and they will say, "It has no sound?" Let them point out the letter that has no sound. The teacher may then tell them that those letters in a word which are not sounded, are called *silent letters*.

Exercise the class thoroughly on the term *silent*. Proceed in the same way with at least one of each of the class of words upon the board. Let the children cross out all the silent letters in each.

In a similar manner let several lessons be given, the teacher calling upon the class to give words with silent letters, which they may have had in their reading lessons, or names of common things with which they are familiar and can spell readily. In all cases, the child giving the word should spell it, the teacher printing it upon the board, and then calling upon the class to spell it in concert. At the close of the lesson the work must be erased from the board and the class required to reproduce it upon their slates, and this should be done with all Second and Third Step lessons.

2d. Long vowel sounds.—Let the teacher write the word *mad* upon the board. Let the children spell it by sound, and give each sound

separately, dwelling particularly on the vowel sound, the teacher calling for the first sound in the word, the second sound, etc., thus avoiding the term *vowel*, which should not be used with the children. To the right of it write *made*, and treat it in the same way. Let them give the two vowel sounds separately several times. Ask, "What difference do you observe in these two sounds?" and they will say, "One sounds longer than the other." "What name then shall we give to these sounds?" The children will probably say, "long and short," but if they do not, the teacher may give the terms. The class may then be called upon to give numerous examples of words containing these sounds, the children spelling the words and the teacher printing them upon the board. Proceed in a similar manner with each of the other vowels. One vowel will be sufficient for a lesson.

In all of these exercises the teacher should prepare a list of words suitable to the children, which she can suggest in case they fail to furnish the required number of examples. A word should never be told a child until it has been first suggested, and the idea properly developed. One of the most important of Pestalozzian principles is "Develop the idea; then give the term."

The children may at first be inclined to give non-significant words, but these should be rejected, and they should be encouraged to give only significant words.

After a sufficient number of words has been obtained and put upon the board, let the pupils go over the whole list, spell each word by sound and by letter, give the meaning of the words, and form statements containing each word. A little conversation may be had about such words as are particularly suggestive, but not so much as to lose sight of the object of the lesson.

In a similar manner all future lessons in this subject should be given.

3d. Sounds of k and q.— Place the letter *k* upon the board; give the sound, and ask the children if they have ever heard this sound before, and if they can find a letter upon the large card which has this sound. Suggest to the children a number of words commencing with this sound, as *cap*, *can*, *kill*, *kind*, etc., and place them upon the board in opposite columns. Let the class spell and pronounce the two lists, and give the sounds of each, especially the first sound in each word. Ask what difference they observe in these words, and lead them by questions to see that they all commence with the same sound, but with different letters. Let them give a further list of words with *k*, as *hark*, *bark*, *sink*, *kick*, etc., and proceed as in previous lessons.

In a similar manner the letter *q* may be treated.

Hard and soft sounds of c.— The teacher may suggest to the class such words as *cedar*, *cell*, *cinder*, *cat*, *cut*, *cold*, etc. Place them upon the board, and let the pupils spell and pronounce each word, give each sound separately, and dwell particularly on the first sound. Lead them to compare these first sounds, by requiring them to give them in succession, and ask, "What difference do you observe in these sounds?" The class will perhaps say, that "one has a soft sound," and "the other a hard sound." If they do not, the teacher may now give the terms *hard* and *soft*. Lead them to see that the hard sound is like *k*, and the soft sound like *s*. Call on the children to give more examples, suggesting, if they fail to give them promptly, and proceed according to previous directions. The two sounds of *s*, *u* sounded as *w*, *n* as *ng*, and *y* as *i* long, may now be treated in the same way.

4th. Double initials.— Let the teacher suggest a few such words as *black*, *blanket*, *blind*, etc., by asking what we put over us at night that is made of wool; what we say of a person who cannot see, etc. The teacher prints the words, and causes the children to spell them by sound and by letter. Let them give the first sound in each word separately. (The two consonants *b* and *l* are sounded together.) Tell the class that the first sound in a word is called *initial* sound. Exercise them thoroughly on this term. The teacher may then ask, "How many letters form this sound?" "If two letters form this sound, what kind of an initial sound would you say it is?" If the pupils fail to say *double initial*, refer them to soldiers marching singly and two abreast, and obtain from them the term *double file*. They will then immediately give the term *double initial*. Then ask, "What letters form this double initial?" and place above the column on the board the words, *Bl initial*, and require the children to give words commencing with this sound, and proceed as in previous lessons.

The double initial consonants are *bl*, *sc*, *sk*, *br*, *cl*, *cr*, *dr*, *dw*, *fl*, *fr*, *pl*, *pr*, *sl*, *sm*, *sn*, *sp*, *st*, *sw*, *tr*, *tw*, *and qu*. Examples.— *Black*, *scum*, *skim*, *brick*, *clod*, *crib*, *drop*, *dwell*, *flock*, *frock*, *plum*, *press*, *slip*, *smell*, *map*, *split*, *step*, *swing*, *tramp*, *twist*, *quill*.

The term *consonant* must not be given to the children, but they should be merely called double initial sounds.

One sound is sufficient for a lesson, and a long list of words should be obtained from the children under each head, and treated after the foregoing models.

5th. Two terminal consonants.— Suggest such words as *told*, *hold*, *gold*, *etc.*, and direct the attention of the class to the last two sounds, and develop the term *double terminal* in the same way as the term *double initial*. The children exercised as before; lists made out, etc.

The double terminal consonants are *lb*, *ld*, *nd*, *ff*, *lf*, *ck*, *lk*, *nk*, *sk*, *ll*, *lm*, *sm*, *lp*, *mp*, *sp*, *ct*, *st*, *ft*, *ng*, *lt*, *nt*, *rl*, *ss*, and *rf*. Examples.— *Bulb*, *held*, *wind*, *cliff*, *self*, *brick*, *silk*, *ink*, *mask*, *drill*, *elm*, *prism*, *help*, *stamp*, *lisp*, *act*, *lost*, *drift*, *sling*, *melt*, *went*, *curl*, *muss*, *turf*.

6th. Three initial consonants.—These may be developed and treated in the same way as *two initial consonants*. They are *scr*, *spr*, *str*, *spl*, *squ*. Ex.— *Scrap*, *spry*, *string*, *splint*, *squint*.

7th. Silent initial consonants.—These may be developed in the same manner as silent letters, and the children will give the term *silent initial*. They are *g*, *h*, *k*, *p*, *w*. Ex.— *Gnat*, *herb*, *knife*, *psalm*, *whole*, *write*.

8th. Central silent consonants.—The term *central silent* may be drawn from the children in a manner similar to the other terms, by asking the children what they say of any thing that is in the middle. Words should first be suggested and put upon the board, and the lesson treated as the others. They are *b*, *c*, *d*, *g*, *h*, *gh*, *l*, *p*, *t*, *w*, and *s*. Ex.— *Debt*, *scene*, *scissors*, *lodge*, *handsome*, *sign*, *ghost*, *rhomb*, *isthmus*, *school*, *light*, *talk*, *calm*, *tempt*, *castle*, *pitch*, *sword*, *isle*.

9th.—The terminal silent consonants are *b*, *k*, *gh*, and *h*. Ex.— *Lamb*, *wick*, *plough*, *Sarah*.

10th.—The *central silent vowels* are *e*, *i*, and *u*. Ex.— *Open*, *carriage*, *guilt*.

11th.—Terminal silent e — ce, *ble*, *cle*, *dle*, and *fle*. Ex.— *Nice*, *fable*, *uncle*, *handle*, *ruffle*.

12th.—The examples of *terminal silent ue* are *league*, *tongue*, *etc.*

The classification of sounds into those having *a tone*, and those having *no tone*, must be continued throughout this Step, as it prepares the way for the classification of sounds into tonics, subtonics, and atonics, which is done in the Third Step.

LOCAL LIBRARIES.

IT seems to me so desirable to have a public library, at least in each county-seat, that I cannot refrain from calling attention to the subject. I shall therefore indulge myself in a frank statement of the reasons why such collections of books should be formed and maintained, and also in stating what should be their general character.

Books are at once the chief and the cheapest means of public education and entertainment which can be provided. If we acknowledge the obligation of society to educate itself at the common expense, we shall agree in the policy which will yield the greatest value for the amount

expended. In regard to school education we have our plans fully inaugurated. They may need to be modified and developed, but must be continued. The schools, however, should be aided and supplemented by other educational apparatus, and libraries must certainly be the chief of these, and their design should be *first* to aid the school education in its more advanced stages, and *secondly*, to furnish the means of information and entertainment to those who have passed through the schools and are pursuing their various business avocations.

The character of these local book treasuries should be such as to give the largest amount of popularized information on all the subjects of science, literature, and the arts, which can be brought within the compass prescribed by the resources and other circumstances of the plan. It should differ from a college or any large general library, not in the subjects of the works, so much as in their extent and manner of treatment. The local library should have accounts of the progress of science, with notices, in the biographical form or otherwise, of all the principal men in the various departments and their contributions to knowledge, while the general library should have the original works. For instance, the small popular collection should have some brief sketch or memoirs of Newton and Leibnitz, while the general one should have the works of these great philosophers in full. Thus the people will have within their reach the general results, while the higher students will have the original scientific processes. In connection with this general purpose of giving information to all people, the best books should be sought with but little reference to the land from which they originated. Merit in science and literature should make no compromise with territorial lines. We should neither choose nor refuse a work because its author belongs to Michigan or America.

There is, however, another object in the formation of these local collections which I had specially in mind in calling attention to the subject at this time. The central point in every county should have a kind of depository of the materials of local history. Society is changing so rapidly among us that it must be photographed often or its earlier features will be quite lost. Life in our large county-seats now, is not that of the pioneers who felled the trees and broke up the soil upon which those towns were afterwards built. Our children or grandchildren, sitting in parlors warmed with furnaces and lighted with gas, with the daily journals in their hands, and the music of the piano to cheer them, will easily forget that their fathers and grandfathers, less than half a century earlier, sat in the one room of their log huts, with no light but that from the bark of the hickory, and nothing to read by it but the family bible and the hymn book given to them, with the paternal

blessing, as newly wedded they left their eastern homes for the west, their nightly music nought but the howl of the wolf near their cottage doors. To collect incidents of the early enterprise and adventure of each township in each county of our state, communicate them to the county paper, or otherwise put them in shape for preservation and then to arrange for preserving files of these, is a work of sufficient importance to call for immediate measures everywhere to realize the result. The first settlers of many districts will soon be without representatives to furnish the facts, and what is done should be done quickly. Perhaps a general and local organization would be the best means of forwarding this end, but this I shall leave for others.

The union school might be a convenient centre at which the library might be kept, and a corner of this could be appropriated to the preservation of these materials of local history. It might, however, be better, if possible, to have the library quite independent of any school or any organization, to be governed by its own board. This work should not interfere with town and district libraries, but should aid these smaller collections. In regard to the whole subject of libraries, some general consultation should be had, that the system throughout the state — it would be better to say throughout the entire country — might be developed harmoniously.

I prefer not to make any suggestions more definite at present, but rather to await any response to these hints if they shall receive the approbation of others and be thought feasible. A. T. B.

January 12th, 1866.

"NOTES AND QUERIES."

ANSWER TO QUESTION III, PAGE 53, "MICHIGAN TEACHER."

PROVERBS XXII: 31-2.

"LOOK not thou upon the wine when it is yellow (or red) when the color thereof shineth in the glass: for though it is pleasant (to the taste) at last it will bite like a serpent, and spread its poison like an adder."

I follow, very nearly, the LXX in the above rendering, and it will be seen that the word "his" in the query, like the word "thereof," in this rendering, alludes to "the wine."

The word "its" does not once occur in King James' translation, his, or her, being used instead. "Its" occurs, I believe, only three times in all Shakespeare, and Milton does not seem to have admitted it in "Paradise Lost," although others, in his time, freely used it.

The introduction of "its" as the neuter genitive instead of "his," is said to have arisen from a misconception similar to that which would have arisen had the Romans introduced illudius as the neuter genitive of "ille" instead of "illius." A. W. B.

Resident Editor's Department.

EDUCATIONAL INTELLIGENCE.

MATTERS AT HOME.

KALAMAZOO COLLEGE.

THIS institution has passed its first thirty years of existence, and is now probably at a higher period of usefulness and promise than ever before. The debts, which had weighed upon it, have been removed, and an endowment of some $30,000 has been secured. The number of students now in attendance is not far from a hundred and seventy-five, of whom about two-thirds are males. Of these pupils a considerable number are in the preparatory courses. The faculty of instruction consists of the president, two professors, three tutors, and two female teachers, besides two instructors in music and drawing. The organization is a scientific course of study occupying the same period of time as the classical course, and offers the advantages of the college to the industrial classes as well as to persons preparing for professional life.

In connection with each fall term, a Normal class is organized, and is under the special care of the president, who, on entering on his present position, did not forget his life-long sympathy with common school education.

It would be impossible to speak adequately of the present thriving condition of the college without a passing allusion to the eminent man at its head, who, after having by successive years of toil raised the school system of Michigan to its present proud elevation, has, by his labors for the college, entitled himself anew to the gratitude of every friend of high education, and who has refused to be called from his position of duty, sacrifice and usefulness, by the most lucrative and flattering offers.

It cannot be doubted that the citizens of Kalamazoo and the members of the denomination which is classed with the welfare of the college, will see that nothing is left undone toward providing it with the fullest means of usefulness.

A movement is now in process for erecting a memorial building in honor of the twenty members and graduates of the college who have

fallen in the service of the country. The proposed building will contain a Memorial Hall for trophies, relics, and tablets, as well as halls for the library and apparatus of the college. A design so pious and so beneficent can but secure universal favor and co-operation.

NORMAL SCHOOL.— Examinations of the classes in the Normal School take place on Monday, Tuesday, and Wednesday, March 5th, 6th and 7th. The exercises of the *graduating class*, of which there are twenty, take place on Thursday, March 8th.

The Normal Teachers' Association meets Wednesday afternoon, March 7th. The exercises will consist of a paper by Miss M. Rice, report of committee on school statistics, and other items of business which may come before the association. A lecture will be given in the evening by Dr. Haven of the university. The usual lecture will be given before the Normal Lyceum. The next term of the Normal will begin on Tuesday, March 20th.

PENN Educator's Association, is the name of a society of teachers and friends of education in the vicinity of the village of Vandalia, Cass county. This association was formed in December, with the following officers:

President, Amos Smith; *Vice President*, Chas. Carrier; *Secretary*, C. C. Nelson; *Cor. Secretary*, D. E. Thomas.

Much good has been done for the cause by the frequent meetings of the society for the past months. Pres. J. M. Gregory, of Kalamazoo college, lectured on the 9th of February before the society, to a large audience, at the village of Vandalia.

Hon. John M. Gregory has received the honorary title of LL. D. from Madison University. No man in our country has more richly deserved this honor; and the institution that bestowed it has done credit to itself in the act. The precept, "honor to whom honor is due," was never more worthily observed.

The principalship of the Normal School will probably be decided in a few weeks. The position was tendered to Prof. Wickersham of the Millersville (Pa.) Normal school, but it is understood that he has declined it. We think it probable that Prof. D. P. Mayhew is the coming man.

Mr. F. Hubbard, for several years principal of the Adrian public schools, has resigned and gone into business in Toledo. He has devoted eleven of the best years of his life to the profession of teaching, and has justly acquired the reputation of a successful educator.

Mr. Henry M. Clark is principal of the Lowell union school, with three assistants. There are at present about 175 pupils, and matters

are progressing very pleasantly. Mr. C. S. Hooker is the Moderator of the Board, and Mr. D. L. Eaton, Director.

Mr. William H. Simkins, an enthusiastic teacher and a sound scholar, is at the head of the public schools of Three Rivers. He has six assistants, three of whom, Miss Wilson, Miss Hutchinson, and Miss Dyer were former members of the high school, and are now very successful teachers. Miss Hoppin has charge of the grammar school, Miss Mary Wagener of the intermediate, and Miss Ferris of the third primary. Our highly esteemed friends D. Francisco and Edwin H. Lothrop are the prominent members of the board of education.

Mr. W. C. Catlin, superintendent of the public schools of Port Hurod, has recently published an interesting report of the condition and wants of the schools under his charge. It is a plain, practical, common sense document, and can not fail to be productive of great good. Mr. Catlin does not mince matters, but gives a clear statement of stubborn facts, even though some of them are not pleasant ones. For the term ending Dec. 22d, 1865, the gross enrollment was 622; average daily attendance 429; per cent. of attendance, 86; per cent. of tardiness, 29.

PAW PAW.—The public school of this place is very prosperous. The attendance is larger than ever before. The whole enrollment is over 400, and the regular attendance is 330. The amount received from non-residents was $192 70. The new primary building erected last fall will not accommodate all who wish to attend. The teachers are as follows: S. R. Winchell, principal, assisted by Mrs. U. L. Merriman; Miss S. Brooks, second intermediate; Miss P. L. Barnum, first intermediate; Miss J. E. Clark, second primary; Miss Nellie Grover, first primary.

Miss Mary Wall, a late graduate of the Normal school, has a flourishing school at Ceresco.

Mr. J. A. Banfield, late editor of the *Mining Journal*, is principal of Richland seminary. He is assisted by Miss Eliza M. Ferris, formerly a teacher in Dowagiac union school.

Mr. Marshall Ewell, a graduate of the Normal school, is principal of the union school at Utica, assisted by Emma Smith and Miss Julia Smith.

Alonzo M. Keeler, the first principal of the Utica union school, and late Major of the 22d Michigan Infantry, is now revenue collector of the 5th dist.

KALAMAZOO COLLEGE.—There are now about 175 students connected with two departments of Kalamazoo College, more than 160

of whom are on the ground engaged in study. A few are temporarily absent.

We clip the following interesting communication from the Battle Creek *Journal:*

"June 7, 1865.— Miss Gifford, you will please excuse Viola J. Babcock for all past absence from school in school building, No. 2, of the Graded and High schools of the city of Battle Creek, Calhoun county, State of Michigan, and for being absent from said school, should she be absent therefrom, June 8 or 9 or 10 or 11 or 12 or 13 or 14 or 15 or 16 or 17 or 18 or 19 or 20 or 21 or 22 or 23 or 24 or 25 or 26 or 27 or 28 or 29 or 30 A D 1865, or July 1 or 2 or 3 A D 1865, and oblige her parents, at my particular request, and I will see you harmless from all your responsibility therefor to your employers, &c.

JOSEPH BABCOCK."

"P. S.— Hope to have a School Board after annual meeting with more brains or more common sense or both. J. BABCOCK."

The school house at Richfield Centre was destroyed by fire on Friday. Cause, a defective stove-pipe.

Mr. Caldwell, late of the law department of the University, has been made Professor in the Kalamazoo Baptist College.

PORTSMOUTH.— Three public schools are in operation, with A. L. Cummings as principal for nearly three years. The buildings are a disgrace to the place, but steps are being taken to erect suitable accommodations, $5,000 having been voted for the purpose.

THE DISTRICT LIBRARY CONTRACT.— The State Board of Education was in session in this city on Friday evening, and the bids for furnishing the District libraries throughout the State were considered. The Board concluded that none of the bids were favorable, and that it would be unjust to districts in the State to award the contract to any of the bidders, at the terms proposed. It is quite probable that during the summer new proposals will be received.— *Advertiser and Tribune.*

Mr. Carlton, principal of the west side union school, Grand Rapids, has resigned his position.

Our last intelligence from Prof. Welch, was to the effect that he was stuffing an alligator which had been sent up by some considerate friends as a Christmas present.

Mr. J. J. Sadler, for several years a prominent teacher in St. Joseph county, has removed to Toledo, Iowa, where he is engaged in teaching.

The east side Grand Rapids union school has received a small telescope, purchased by them in Cambridge, Mass.

Prof. Wm. W. Washburne, lately connected with the Ann Arbor public schools, has been engaged as principal of the schools of Adrian, at a salary of $1,400 per annum.

In the district school, about two miles West of Quincy, on the 23d, the teacher undertook to punish a scholar who, armed with a hickory cane, frightened the teacher from his purpose. The next morning the boy promised to acknowledge his fault in presence of the school, but refused, when the teacher undertook to punish him. The boy caught the bell and struck the teacher on the head, inflicting a serious wound. He was afterwards expelled from the school.

ADRIAN.—A movement is on foot here to raise funds for the purpose of paying off the indebtedness of Adrian college, and it is proposed that both branches of the Methodist church, the Protestant and Wesleyan, unite in its management hereafter. Hitherto, the College has been wholly under the control of the Wesleyan branch of the Methodist church. The Protestant Methodists of the United States have a fund of $200,000, with which they propose to endow the college, if the arrangement shall be consummated. A meeting of the trustees and faculty of the college, and the representatives of the Protestant Methodist, was held on the 10th and 11th, and the prospects are largely in favor of the proposed consolidation. A convention, to make a final decision of the matter, is to be held in May next.

LANSING.—J. McIntire has been employed as a principal of the second ward union school, and commenced his duties on Tuesday. The school is so full that many who would otherwise attend do not. The city has a very pleasant site for a high school, and there is some talk of commencing the creation of a building upon it next season. The city could not advance its interests more than by doing so.

ALBION.—Prof. W. H. Perrine has greatly increased the facilities of the chemistry class at the college, by the addition of a large and valuable lot of apparatus, mostly donated by his class. He and the other professors are untiring in their efforts to promote the welfare of the college, and a greatly increased attendance is the result.

FLINT.—Through the liberality of the patrons of the union school, a first-class cabinet organ has been placed in the school-house, by M. S. Elmore, Esq., for the use of the students.

Prof. C. Tracy, formerly Professor of Mathematics at the Agricultural college, has been appointed member of the board of control of the reform school to fill the vacancy caused by the decease of Hon. Theodore Foster. The other members of the board are Hon. J. I. Mead, of this city, and Col. Geo. W. Lee, of Detroit.

HOLLY.—The work of building the new union school house has been entered upon. The stone contract has already been let. It is to be completed for use next winter.

OWOSSO.—The public school is conducted by Mr. J. C. Cochran, assisted by Miss Clara Town, Miss Lucy Bingham, Miss G. S. Banks, Miss F. Dooley, and Miss Sweet.

CLINTON.—Mr. David Bemis is principal of the union school, and his assistants are Miss A. V. Bateman and Miss Louisa Warner.

MARQUETTE.—From the far north THE TEACHER receives greeting. Mr. V. B. Cochran is successfully conducting the public school of this place, and from him we hope to receive some account of educational affairs in the upper peninsula.

MEMPHIS.—Mr. C. B. Hall is principal of the union school, assisted by Miss Russell and Miss Stuart.

Prof. Dunn, accompanied by his son, a graduate of Hillsdale college, is soon to visit Europe.

The Clarkston union school has just commenced its second term of 11 weeks. Principal of school, Mr. Albert Jennings, of the University; intermediate department, Miss Carrie E. Carson, of the State normal school, and Miss Maggie Vleet, in the primary department. The school is prospering finely under its efficient and able corps of teachers.

Mr. LeBarron, of district school No. 1, of Allegan, while chastising one of his pupils, was pounced upon by one of the largest scholars of the school, and quite seriously injured. The rowdy was arrested and fined.

SAGINAW CITY.—Miss Stone succeeds Miss Goodwin, who recently resigned. Miss Algoe has taken charge of the third ward school.

President Morrison and Rev. Thomas Jones, agent of Olivet College, are at the east soliciting funds to endow two professorships in the college, and are meeting with flattering success. The school has in attendance between 200 and 300 students.

LEXINGTON.—This new town boasts of a flourishing union school in charge of James H. Cogshall as principal, and Miss Denison as assistant.

COLD WATER.—The memorial service in memory of Miss Delia A. Carpenter, late a teacher in our union school, was held at the Methodist church on Sabbath afternoon. Miss Carpenter was a very successful teacher here for a number of terms, and in July last accepted

a situation in a public school in Chicago. She died of diptheria at her home in Valparaiso, Ind.

GRAND HAVEN.—The building long known as the "White School House," in the township of Wright, burned early in December by an incendiary's torch, has already been re-built, and the school is again in a flourishing condition. At a festival held in the new building during the holidays, $80 were raised and are to be devoted to the purchase of a bell for school purposes.

Mr. Kent of the Ionia union school has resigned in order to accept a similar position in Grand Rapids.

Hon. James B. Porter, Secretary of State, and so long a resident of Allegan county, is treasurer of the Olivet college in Eaton county. This is a deserved compliment to a faithful public servant.

Mr. and Mrs. Hermon Perry, formerly of the Pine Grove seminary, in our village, are at the head of a flourishing female seminary at Sacramento, Cal. The numerous friends of these popular and successful educators congratulate them upon their good fortune in the golden state.—*Advertiser and Tribune.*

NORTHVILLE.—The union school commenced again the 8th, after a vacation of two weeks. The number of students now is nearly 300. The difficulty is in finding room for their accommodation.

KALAMAZOO.—At the school meeting, held on Tuesday, for the purpose of raising money to erect another school house, the voters indicate a willingness to be taxed $4,000 for such purpose.

Prof. Bengel, of the normal school, is a graduate of the teachers' seminary of Erslingen, in Wurtemburg, and also of the Pedagogical department of the university of Tubingen.

MATTERS ABROAD.

AMERICAN.

Prof. Shepard, of Amherst, is at present lecturing in the South Carolina medical college at Charleston, S. C., to a class of 30 students.

Frederick Law Olmstead, the celebrated author, has become an associate editor of the *The Nation.*

Charles Sumner has been chosen President of the Lexington Monument Association, *vice* the late Edward Everett.

The students of Yale college are prohibited from giving "balls," but are allowed this season to give "promenade concerts," with a quadrille band, where the promenading consists in quadrilles, polkas, mazourkas and the seductive waltz, without let or hindrance. It's very like a ball, only it—isn't.

"A rose by any other name would smell as sweet."

Cyrus McCormick, the reaper millionaire, has presented General Lee with $10,000 to found a professorship bearing his name at the Virginia college, of which the ex-rebel leader is president.

Rev. Henry A. Coit, D.D., of St. Paul's school, Concord, N. H., has declined the presidency of Trinity college, Hartford, Ct., his appointment to which was announced some days since.

President Larabee, of Middlebury college, previous to his valedictory severing his connection with that institution, issued an appeal for $100,000.

There is talk of opening a public library in Providence, R. I. The Athenæum with its 30,000 volumes is not sufficient for 100,000 citizens.

The Charleston, S. C., *Courier*, of the 1st instant, has no less than fourteen advertisements of schools and institutions of learning recently opened—most of them in the city.

KANSAS AGRICULTURAL COLLEGE.—The Manhattan, Kansas, *Independent* says: "The State Agricultural college is in a flourishing condition, having enrolled about eighty students this term; almost every day more are added to the list. Quite a number are in the higher classes of the regular college studies. The president has been absent during the summer collecting money to erect a boarding house. When he returns plans will be adopted for the building of a fine boarding house, to accommodate one hundred students."

The whole number of boys in the State Reform school at Maine, last year, was 251, and their earnings were less than $6,000, while the expenses of the school were over $37,000.

The loss caused by the destruction of Seton Hall college, at South Orange, N. J., on Saturday, was $30,000—insured for $19,000. The building is to be restored immediately. This college was founded by Bishop Bailey in 1856, at Madison, and removed to its present location in 1860. It has at present 150 students, 100 being, however, the limit. The boys whose residences are not at a distance have been sent home, and others will leave until the studies are resumed, which will be in a few weeks, or as soon as the kitchen can be removed to one of the adjoining buildings.

The library of Harvard college contains 80,000 pamphlets. The total number of books in all the libraries is about 165,000. The whole income of the library for 1864-5 was $6,182.11, and the expenses were $8,125.48. During the year the university itself accumulated a surplus of $12,688.22.

William Cullen Bryant, although over 76 years of age, does daily editorial duty on the New York *Evening Post.*

Senator Stewart has introduced a bill granting 1,000,000 acres of public lands for the support of a mining college, to be located near Austin, Nevada.

Edwin James, in a recent lecture upon Thomas Carlyle, was not very complimentary to that distinguished eccentric. He described him as "pulling men and theories to pieces in a *cholic of delight,*" spoke of him as "the last gasp of a world in dissolution," and drew a parallel between him and Emerson by likening one to a sublime sunset and the other to a sublime sunrise. Among Mr. James' auditors were Bancroft and Bryant, Greeley and Godwin, Ripley and Tuckerman.

Prof. A. D. Bache, is now seriously unwell, and confined to his residence in Washington.

The sisters, Phoebe and Alice Carey, hold weekly social gatherings at their residence in New York, on every Sunday evening, which are attended by nearly all the *literati* of the metropolis. Horace Greeley is especially regular in his visits.

George W. Bungay, formarly of the New York *Tribune*, is now connected with Eastman's Commercial College of Chicago.

Professor Agassiz will come home from South America in May.

Hon. James Arnold has given a copy of Audubon's "Birds of America," with $1,000 to the New Bedford free public library.

The demand for Webster's spelling books greatly exceeds the ability of the publishers to supply them, notwithstanding 12,000 copies a day are turned out. Last year 755,000 copies were produced.

Professar Agassiz has in preparation a volume entitled "Geological Studies."

The State normal school of Minnesota has been located at Winona, and $10,000 appropriated for its aid.

The eminent scholar, Dr. Taylor Lewis, has received from his friends the handsome sum of $2,500.

Miss Martha Baldwin, a graduate of Baldwin university at Berea, Ohio, is professor of the Greek and Latin languages in the Baker university of Kansas. She has been very successful as an instructress, although but 21 years of age.

An organization of the Boston graduates of Yale college has been recently formed, with the following officers: President, Rev. Dr. Geo.

W. Blagden, of Boston; Vice-Presidents, Hon. Linus Child of Boston; Rev. Asahel Huntingdon, of Salem; Ezra Palmer, M. D., of Boston; Judge Putnam, of the Massachusetts Supreme Court; and ex-Governor Hoppin, of Providence, R. I.; Secretary and Treasurer, Asa French, of Boston.

There is one instance of a person holding a college presidency even longer than the late Dr. Nott, of Union college. The Rev, Martin Joseph Bouth, D.D., was elected president of Magdalen college, Oxford, in 1791, and so continued until his death, in 1854, aged 99 years. The Senior College president in this country is the Rev. Mark Hopkins, D.D., LL.D., president of William's college, who was elected in 1836. The following gentlemen have been suggested to fill the chair vacated by Dr. Nott's death; Rev. Dr. Hickok, Rev. Dr. Potter, of Troy; Rev. John Nott, D.D.; Rev. Dr. Sprague, of Albany; Isaac W. Jackson, LL. D.; Taylor Lewis; David L. Seymour, of Troy.

FOREIGN.

Out of 300,000 persons married in England in 1862, only 182,408 were able to sign their names.

Mr. Pannizzi, the present librarian of the British museum, will shortly retire and will be succeeded by Sir Edmund Head.

Sir Roderick Murchison, the well-known English geographer, has been recently raised to the rank of Baronet.

Lieut. Col. Glencairn Burns, the youngest son of the poet, and last survivor of his family, died recently at Cheltenham, in the seventy-second year of his age.

M DE LAMARTINE receives forty thousand francs for the life of Byron.

Alexander Dumas, the elder, is certainly one of the men of our day who most love money and most despise it. One day, ten years ago, he said that he had made $700,000 by his pen, and had not $12 in his pocket. Since then he has probably earned $200,000 more, but it is not believed that he has a cent more in his pocket.

The contestants for the presidency of the British Royal Academy *vice* the late Sir Charles Eastlake, are Sir Edwin Landseer, Mr. Maclise, Mr. Herbert (a zealous Roman Catholic), and Mr. Redgrave.

M. D. Conway in his last letter from London to the *Round Table* says: "I saw Dickens the other day. Time is beginning to tell on him. The crows have left plentifully their tracks upon his brow; he always wears an anxious look.

A monument to the poet Cowper is now contemplated at Berkhampstead, in Hertfordshire.

Mr. John Stuart Mill has accepted the office of Rector of the university of St. Andrews, to which he was recently elected. Originally he declined the honor

Prof. Forchhammer, a celebrated Swedish geologist, died recently at Copenhagen.

Mrs. Gaskell had just begun to earn the full reward of her literary labors when she died. She had saved a considerable sum of money, and was planning a pleasant surprise for her husband, by taking him to a pretty house which they loved, and which she had purchased without his knowledge, when the "shadow feared of man" crossed her path. The last thing that she wrote was a little story for the Christmas number of *All the Year Round*, and which is one of "Dr. Marigold's Prescriptions."

Dr. John Martin Luppenburg, the historian, died lately at Hamburg.

Henry Giles, the essayist, who is now in abject poverty and prostrated with sickness, has received a check for $300 from his friends in Montreal.

The following are the ages of prominent English writers: Wilkie Collins, 42; John Rankin, 47; Charles Kingsley, 47; Tom Taylor; 49; W. H. Russell, 50; Anthony Trollope, 51; Charles Reade, 52, Robert Browning, 54; Charles Dickens, 54; Alfred Tennyson, 57; Archibald Alison, 56; Mark Lemon, 57; W. E. Gladstone, 56; Chas. Lever, 59; Bulwer, 61; B. D'Israeli, 61; Barry Cornwall, 78, T. Carlyle, 70; Lord Brougham, 86.

The author of the "Tom Brown" stories, Thomas Hughes, recently gave readings from Lowell's Poetry at Norwood, near the Crystal Palace, interspersing felicitous comments and criticisms.

The population of Belgium was, at last census, in 1863, returned at 4,890,000, and is now beyond five millions.

The candidates for the vacancy in the French Academy are M. Henri Martin, the historian, and M. Thierry.

THE HIGHEST CHURCH IN GERMANY.

IN that part of the beautiful land of Karnthia where the Gail falls into the Drave, lies the little town of Villach, and near it the Dobrath, a mountain which is interesting in many ways.

Below its northern declivities are contained rich veins of lead ore which, in the mountain-gorge where Bleiberg lies, have given rise,

within a century, to a peculiar, industrious mode of life. On its highest peak, 6,314 feet above the sea, stands a church, visible from a great distance, the highest in Germany. Indeed, as the dividing wall between two nationalities, this mountain has two churches, a somewhat lower lying Wendish, and the above named German which occupies the highest position. From this latter the mountain plunges almost vertically to a fearful depth. This is the place where, at the time of the earthquake in 1348, a part of the mountain detached itself and, descending to the lowland, buried many places in ruin. There are only two churches in Europe which lie higher than this: St. Maria, on the Stilper-pass, 7,854 feet, and the church on Mt. St. Bernhard, 7,668 feet above the sea.—*Mittheil. des osterreich. Alpenvereins.*

LITERARY INTELLIGENCE.

BOOK NOTICES.

SCHOOL ECONOMY.—A Treatise on the Preparation, Organization, Employments, Government, and Authorities of Schools. *By James Pyle Wickersham, A. M.* Philadelphia: J. B. Lippincott & Co. 1866. pp. 381. $1.50.

According to this author's method, all that relates to the theory of teaching may be embraced under four divisions, as follows: School Economy, Methods of Instruction, Methods of Culture, and the History of Education. This classification is well grounded in the nature of the subject, and is sufficiently comprehensive for all practical purposes. Mr. Wickersham's development of the first topic forms the subject of the present notice; while his Methods of Instruction passed under review in our last number. A treatment of the third division is now in preparation, and the History of Education will probably soon follow.

We think we can hardly render our readers a more valuable service than by presenting such a notice of these works as shall induce them to become familiar with their many excellencies. We believe that the four volumes which shall complete the author's discussion of the subject will contain more matter which is really valuable to the teacher than can now be found in the whole field of educational literature. Our warrant for this seemingly extravagant belief is Mr. Wickersham's philosophical and exhaustive method of investigation.

The work under consideration is preparatory to the more scientific and profound discussions which follow; yet, because it is the foundation is a sufficient reason why it deserves especial attention. The first

division of the work comprises the following topics: School-sites, school grounds, school-grades, school-studies, school-houses, school-furniture, school-apparatus and school-records. In relation to all these subjects there are many false notions and even much downright ignorance. How often is the most pleasant and healthy site chosen for the school-house? How often do we see it in some low damp place, or perched upon some bleak hill-top? The price of land often determines the location of the house rather than a regard for the health and happiness of those who are to be its inmates. The grading of a school is one of the most difficult tasks which a teacher is required to perform, and involves the exercise of the best judgment and the most thorough knowledge of principles; yet how often the elements of such classifications are the age and size of the pupils or the capacity of the rooms to be occupied. Upon all such matters this work is a trustworthy guide. Its directions are founded upon "the eternal fitness of things," and are so specific that any intelligent person can apply them practically to the matters to which they relate.

The second chapter treats of the organization of the school. How few look upon schools as something organized, a real combination of active principles harmoniously moving in obedience to definite laws for the purpose of working out certain grand results. Yet this is the only conception consistent with truth. The teacher will here find valuable suggestions relating to the opening of school, making of regulations, formation of classes, and other such matters, which it would require years of mere experience to learn.

Chapter third relates to the work of the school, and discusses methods of government, incentives to study, modes of conducting recitations, etc. Chapter fourth treats of the government of the school, and chapter fifth of School Authorities.

We have endeavored to indicate briefly the nature and objects of a work which we have desired to commend to our readers as worthy of their most earnest study. To the young teacher without special preparation it is invaluable; and its general use in teachers' classes and in teachers' meetings would be productive of the best results.

MANUAL OF ILLUSTRATIVE TEACHING, DESIGNED TO EXPLAIN THE USE OF SCHOOL APPLIANCES. *By David N. Camp.* Chicago: Geo. & C. W. Sherwood, 1866. pp. 78.

It is doubtless a matter of regret that the means of visible illustration have not been more generally introduced into our schools; yet it must be admitted that the little that has been bought has not yielded one half the good it might. Teachers either do not know how to use the simplest school apparatus, or they fail to use their knowledge to

any advantage. A numeral frame will remain unused term after term, serving merely to exercise the child's imagination as to its possible use; or if made available at all, it becomes a plaything instead of the means of imparting valuable knowledge. The Orrery or Tellurian is exhibited chiefly on grand occasions for the edification of visitors, instead of being used as occasion requires in illustrating the great facts of Geography and Astronomy. We have no doubt but that teachers fail in this respect more from ignorance than from any other cause. Not having been instructed in this way themselves, and perhaps having received no special training for this work, they do not appreciate the value of such aids, and so suffer them to remain unused.

This is an unpretending little book, yet it is one of real value. It does not pretend to teach everything, and therefore does its proposed work well. Its purpose is to explain the use of the most common and most useful pieces of school apparatus, such as the Globe, Tellurian, Orrery, forms and solids for Object Teaching, Numeral Frame, Reading Cards, Arithmetical Solids, Geometrical Forms and Outline Maps.

The explanations in this book are clear and concise, and such as any teacher can appropriate and employ. They are not intended to be exhaustive, but suggestive; and yet they involve the great facts in the sciences to which they relate. We believe the general use of this little work would both encourage expenditures for apparatus and at the same time facilitate the acquisition of most valuable knowledge.

THE EXAMINER; DESIGNED FOR TEACHERS AND STUDENTS PREPARING TO TEACH. *By S. G. Burked, Principal of Union City Union School*, Michigan. Chicago: Adams, Blackmer, & Lyon, 1865. pp. 168.

This book is a compilation of questions in Arithmetic, Grammar, Geography and Astronomy, with reference to certain text-books in which the corresponding answers can be found. Its purpose, as stated in the author's preface, is chiefly to prepare teachers "to go to the too often dreaded examination room, minus 'fear and trembling.'"

We have no doubt that with the aid of this book a few weeks' "cramming" would enable almost any one to pass the ordeal of the "dreaded examination room," provided the dignitaries who preside there did not ask questions beginning with *Why?* instead of *What?* and *When?* This little word often involves a certain class of teachers in difficulties out of which they have no ability to extricate themselves, and in consequence, is the chief cause of that "fear and trembling" which our author is anxious to provide against. A person who

can obtain a license to teach by the mere ability to answer the questions in this book may be well prepared to go to school, but is not worthy to teach the poorest school in the world. There are scarcely two questions in a hundred which require the statement of a reason, and even these seldom involve a knowledge of principles. On page 116 we find the following: "Why are the polar circles located just 23½ degrees, rather than a few degrees further north or south from the poles?" Ans.—"They are intended to mark the limit of the sun's rays in these directions." But suppose some inquisitive urchin should ask a teacher who has qualified himself by means of "The Examiner," why the rays of the sun reach just 23½ degrees from the equator? A dozen *principles* in each of the sciences here mentioned are of more real value than all the mere information which can be obtained by this process of "cramming."

CONCERNING BOOKS AND PERIODICALS.

HON. JOHN M. GREGORY has in preparation a work on Education which we hope to see published at no distant day. It wil be in two parts. The first will embrace a thorough analytical view of the theory of Education, both of teaching and training; the second will give methods rigidly based on the fundamental philosophy exhibited.

Persons who are interested in the controversey now going on between the friends and the foes of classical education should read "Atkinson's Classical and Scientific Studies," "Dr. Bigelow's Address on the Limits of Education," and the current volume of the *Massachusetts Teacher*. Professor Atkinson, the new editor of *The Teacher*, seems to be the leader of the anti-classical party, and devotes a considerable portion of the February number to his favorite theme.

Messrs. Ticknor & Fields deserve much credit for their enterprise in publishing four such valuable periodicals as *The North American Review*, *The Atlantic Monthly*, *Our Young Folks*, and *Every Saturday*. *The Review* is very ably conducted, and contains many articles which are especially interesting to teachers. It has now completed its one hundred and first volume. *The Atlantic* for February is filled with good things. "Passages from Hawthorne's Note Books," "Origin of Gypsies," will interest our readers. *Our Young Folks* for January, contained a beautiful engraving of Mrs. Stowe, and its charming stories, puzzles and rebusses render it very attractive. *Every Saturday* is

filled entirely with choice foreign literature. A recent number contained "Peace on Earth," by Thomas Hughes, author of Tom Brown at Rugby. This article rejoices over the termination of our civil war, and pays a beautiful tribute to the sacrifices made for our national redemption by the choicest spirits of the North.

CLARK'S SCHOOL VISITOR is a neat monthly of sixteen pages, beautifully printed, and filled with valuable matter. It is worthy of a place in every school-room in the land.

THE ROUND TABLE delights in being saucy, and seems determined to be feared if not respected. It has taken *The Independent* and *The Observer* to task for making the advertisement of sewing machines and patent medicines such a prominent part of each week's issue. More recently it has published the names of distinguished clergymen who procure their bitters, overcoats, pianos, sewing machines, &c., by the composition of fulsome puffs. We heartily approve the course of *The Round Trble* in making these strictures. "Lay on Macduff."

THE LITTLE CORPORAL is a fine illustration of Western enterprise. It has been published only a few months, but it now circulates extensively in every Northern state. It is a paper of great excellence, and is worthy of unlimited patronage.

EDITORIAL NOTES.

IT gives us great pleasure to assure our readers that the prospects of the TEACHER are encouraging. Subscriptions are constantly coming in, and the feeling is almost universal that this enterprise must succeed. The cost of the undertaking was carefully counted before it was begun, and the estimates of resources were made at the lowest figure. Many of the difficulties which have been encountered were foreseen and have therefore occasioned no disappointment. We feel grateful to the many good friends who are so faithfully assisting with pen, purse and influence; and we hope that by a united effort we may soon rejoice together over the successful issue of this enterprise.

A few of our exchanges are exercised over the fact that the TEACHER is printed at Chicago instead of at Adrian, Flint, or some other equally accessible town in this State. It must be evident to all who have reflected upon such matters, that the publication of any serial requires constant supervision; and that for this purpose the work of printing should be done as near the place of publication as possible. With this in view it was at first determined to have the printing done

at Niles; but for reasons well known to the Executive Committee of the State Association this was found impossible. We next went to Battle Creek, and had about concluded a contract for this work when the sudden illness of Mr. White put an end to all further negotiations. Kalamazoo was next visited, but with no better success. We then went to Chicago, where we obtained better printing than could be done in this State out of Detroit, at reasonable rates, and with a saving of at least fifty per cent. of time, trouble and expense. We may possibly be to blame for having our residence in Niles, but we can not see why an imaginary line should debar us from the right to conduct this enterprise in the most economical manner.

We find it difficult to place upon thirty-two pages the amount of matter which we find upon our table each month. Forty pages of reading matter were given last month, and yet several valuable contributions were crowded out. We think it desirable that there should be this amount of matter each month, and nothing stands in the way of this except a failure to rally to the support of the TEACHER. We are more than willing to make every improvement justified by the patronage received; but if compelled to do more than we have promised, we shall be compelled to advance our subscription price to $1.50.

It has been suggested that the TEACHER might be of great service as a medium of communication between teachers and school authorities. Warned by the example of the *Educational Monthly*, we shall not consent for a moment to cumber our pages with descriptive lists of persons who wish situations; but we are willing to aid our patrons in a way quite as effectual and yet not unseemly.

Any subscriber who wishes a situation may send to the Resident Editor his name, age, time he has taught, references as to scholarship and success in teaching, the kind of situation wanted, and the salary required. School officers may also send in applications for teachers. These items will be carefully kept on file, and all communications relating to them will be promptly attended to.

We make our best bow in acknowledgement of the cordial greeting the TEACHER has everywhere received. To the Press of the State we feel under special obligations for the kind notices with which they have favored us.

Editors who wish to exchange will please send their papers with regularity. We shall exchange with no others.

We are under constant obligations to the *Detroit Advertiser and Tribune* for valuable local items.

MISCELLANEOUS ITEMS.

SURELY, in no other department of life is knowledge so indispensable; surely in no other is it so little sought for. In no other navigation is there such danger of wreck; in no other is there such blind pilotage.—*Mann.*

WHILE doing good, therefore, we must consent to suffer wrong. Such is human nature that the introduction of every good cause adds another chapter to the book of martyrs.—*Ib.*

IN its largest sense there is no subject so comprehensive as that of education. Its circumference reaches around and outside of, and therefore embraces all other interests, human and divine.—*Ib.*

I KNOW nothing in nature or art more beautiful than a railroad train, when it shoots by us with a swiftness that renders its inmates invisible, and winds off its sinuous way among mountains and forests, spanning abysses, cleaving hills asunder, and traveling onward to its destination steadily, smoothly, unerringly, as a migratory bird advances to the polar regions.—*Bigelow.*

IT has always appeared to me that a desirable and profitable mode of school education would be one in which every hour of study should be offset by another hour of exercise required to be taken in the open air.—*Bigelow.*

IF the school is what it should be, the remark will be literally true, that every mark in the register indicating a vacancy in the child's seat at school, will indicate a corresponding vacuum in his mind.—*Mann.*

The tendency now is to undervalue oratory, and we regret it. We believe that, in a free country, every citizen should be able to stand undaunted before his fellow-citizens, and give an account of the faith that is in him. It is no argument against oratory to point to the D'Israelis of both countries, and say that a gift possessed by such men cannot be a valuable one. It is the unmanly timidity and shamefacedness of the rest of us that give to such men their preposterous importance. It were a calamity to America if, in the present rage for ball playing and boat racing, which we heartily rejoice in, the debating society should be forgotten, Let us rather end the sway of oratory by all becoming orators. Most men who can talk well seated in a chair can learn to talk well standing on their legs; and a man who can move or instruct five persons in a small room can learn to move or instruct two thousand in a large one.—*North American Review.*

THE

MICHIGAN TEACHER.

From Hon. J. M. Gregory, L L. D.

EDITORS MICHIGAN TEACHER.—I have looked forward with strong interest to the re-establishment of an Educational Paper in our State, and now hail the appearance of the TEACHER with great pleasure. I congratulate you on its beauty and neatness, excelling all its predecessors; and I heartily congratulate the teachers of the State on the fire, energy and sound practical sense apparent in its pages. I cordially invite my old "companions in arms" and the new men in our ranks to rally heartily to your support. Having given our banner to the breeze, it must not meet the dust. I heartily pledge you all the aid I can, amid my many labors, render you.

From Prof. D. P. Mayhew, of the Normal School.

THE MICHIGAN TEACHER, in the two numbers already issued, has *proved* to be the *good* thing which we have so much needed since the *Journal* ceased to greet us. What else could we expect from the successful teachers who edit it. But to live, any journal needs *support*, and that support must come from the teachers of Michigan. In other States, those teachers who do *not* take "*the*" *Educational Journal* are ranked as "unprogressive," not "live teachers"—*as "fossils,"* and Michigan can well spare *all specimens* which Geology itself would reject.

From the Illinois Teacher.

The teachers of Michigan have started an Educational Journal again. The first number is very neat in appearance and well filled. So good a journal as this promises to be, deserves the hearty support of all the teachers of Michigan.

From the Ohio Educational Monthly.

THE MICHIGAN TEACHER.—We welcome the appearance of this creditable organ of the profession in our sister State. It is edited with good taste and ability by WILLIAM H. PAYNE, of Niles, and C. L. WHITNEY, of Dowagiac, who alone assume the responsibility of its publication. We hope that their moderate anticipations will be more than realized, and that the TEACHER may long shine as a candle set in a sure place. It gave us pain to chronicle the suspension of the *Journal of Education* in 1861. It will be a shame if the teachers of Michigan permit that history to be repeated in the case of their present beautifully-printed organ.

Terms, - - - - - - - - - - - - - - $1.25.

After April 1st, - - - - - - - - - - $1.50.

THE

MICHIGAN TEACHER.

VOL. I. NILES, APRIL, 1866. No. 4.

THE THREE PHASES OF HUMAN DEVELOPMENT.

PHYSICAL CULTURE.

IT has been said that the suppression of an error is commonly followed by the temporary ascendancy of contrary ones. Human opinion though slow to start is also slow to stop, and so passes beyond the golden mean to an opposite point as far from the truth as the first. The history of Education furnishes a striking illustration of this fact, and it may not be amiss to make an attempt toward observing the extreme at which opinion on this subject now seems to rest.

In the earlier civilization war was the chief occupation of men; and education meant a training for the march and the battle. Patient endurance of cold, hunger, and fatigue, and valor on the field of battle were the great virtues to be cultivated. Physical culture and the consequent power of endurance were the great objects to be secured, for upon these depended nationality and self-preservation.

The Spartan child was taken from his parents at a tender age and was brought up at the expense of the state. From infancy he was purposely inured to privation, hardship and toil, and every known means was used to develop the highest physical manhood which was possible. Physical culture was probably the inspiring cause of the Olympic games, and was the vital force which kept up their celebration for so long a time. It is certain that athletic feats formed the chief attraction of this festival, which was the outgrowth, and therefore the exponent of national thought and feeling.

The same thing is true of the earlier Roman civilization. Battles must be fought, aggressions repelled, and conquests made before progress in literature and art was possible. It is in this earlier period of human development that we are to find the elements of ancient mythology. What were its earliest and greatest deities but personifications

of certain physical attributes, or deifications of human beings possessed in an eminent degree of such attributes? The importance of physical training was not lost sight of even when intellectual culture had reached its highest development at Rome; for we find Sallust, in the introduction to his *Catilina*, maintaining that mental vigor was essential to success in war, as well as physical endurance.

INTELLECTUAL CULTURE.

We are not at liberty to infer from the etymology of the word that the early Greeks understood "strategy" in the modern sense of the term. Battles were not won by skillful feints and flank movements, but by desperate hand-to-hand encounters. We can easily see, however, that mankind would gradually discover the superiority of mind over muscle, and that the time would at last come when ingenuity and forethought would economize the expenditure of brute force. A few days' ingenuity did for Troy what ten years of fierce battle had failed to do; and our modern Ulysses would have taken the *instar montis equus* with him from Greece ready made and furnished.

It would be interesting to speculate upon the influence which a fine physical training had upon the subsequent development of Greek and Roman philosophy, poetry, and art; but it is our present purpose to notice merely the order in which the three phases of human culture followed each other, and to observe the successive results. It is not probable that the world will ever witness a purely intellectual development which will equal that of a remote antiquity. Homer will never be rivaled in song, Herodotus in history, Plato in philosophy, or Demosthenes in eloquence. We can form some conception of the extraordinary intellectual culture which this people attained, from the fact that the Romans were hardly more than the imitators of the Greeks, just as the moderns are the imitators of both. Rome was little more than a continuance of Greek civilization. The same elements were involved in the determination of her destiny, while the longer period of their development aids us in obtaining a more accurate view of their nature. The actual condition of Rome in her last days is a most forcible illustration of the inevitable results which flow from a partial development of human character. There was intellectual greatness, almost unapproachable, but the physical endurance which had carried the Roman eagle so gloriously from Africa to Britannia became weakness in the hour of her extremity. What might have been the result had Spartan muscle been united with Roman brain it is not possible to tell; but the pendulum had for centuries been moving over its vast arc and had reached its highest opposite point.

MORAL CULTURE.

At this day, when we can calmly reason upon the great catastrophe, it is easy to see that the dissolution of the Roman empire was not only hastened, but caused by the moral corruption which poisoned the motive and palsied the hand. Suppose another element, moral culture, had been incorporated into this civilization from the very first, directing the will to noble efforts, and adding strength to the arm instead of robbing it of its vigor. Perhaps the ancient world reached the highest state of morality which was possible without the light of Christianity. This can be admitted without effecting the argument. The absence of this element, for whatever reason, will account for the disasters which have invariably followed. History and Inspiration both declare that *Righteousness exalteth a nation, but sin is a reproach to any people.* Moral culture, therefore, founded upon the precepts of Christianity, is the only real conservative force in nationality. This third phase of human development is the characteristic element in modern civilization; and when it shall be exalted to its legitimate rank, and shall exert its destined influence, the Golden Age, which the ancient philosophers saw in imagination, will have arrived.

If we look alone at the work of our schools, we must admit that intellectual culture is still the great object of attention. The great mass has not yet been so leavened by the spirit of Christianity as to make moral culture a distinct element in our systems of education. Perhaps this is not essential. The church is an educating power, and is now the agency through which this highest form of development is being perfected. The importance of physical culture is now generally allowed, and it is altogether probable that it will soon obtain its legitimate place as an element in human training. The ideal education requires the symmetrical culture of all the powers bestowed upon man by God, in order to call forth the utmost possibilities of his nature; and so far as the teachings of History and of Inspiration can be discovered, this ideal seems in process of realization.

One of the most valuable truths in the whole science of education is brought to view by considering the successive stages of development through which the human race has passed. It is, *that the individual must be educated, just as the race has been educated historically.* This is a law which is often lost sight of, yet it is founded upon the very nature of things.

Lack of space forbids any discussion of this topic at the present time; but it is one of such real importance that it will receive attention hereafter.

SHALL I BECOME A TEACHER?

REV. E. O. HAVEN, LL. D.

SOME men are paid for their labor wholly in money; some men partly in cash, and partly in self-respect and the approbation of others. Some men receive, with their money, curses and contempt from others, remorse and ruin in themselves. Some men risk their reputation and some men risk their lives in their occupation.

There are men, women and children enough in this country, who live by stealing, to constitute, were they gathered together, a populous village. Could they thus be assembled, it would pay a physiognomist, phrenologist, or philosopher to visit them and study their appearance, dress and language. They would have their aristocracy, consisting of defaulters, smugglers, gamblers, and not a few skilled in adulterating food and drugs, and manufacturers of shoddy. The large mass of them would be ignorant, and grog-shops would be abundant and churches and school-houses few in their city; they would probably soon prey upon each other, and, like the Kilkenny cats, leave but a small remnant behind.

About the precise opposite to them would be the mass of teachers that might be congregated from all parts of this country. They would make indeed a large city. Their aristocracy would be a true one, according to the etymology of the word, the *best* men and women in their calling. Among them would be found the leaders in the professions, teachers of their brethren, and among them, too, many a devoted heroic man and woman who, in spite of obloquy and danger, have devoted themselves to the instruction of the poor and the helpless, and those lately emancipated from slavery.

No profession calls into its ranks so many persons of high, Christ-like ambition as the teacher's. They are paid scantily in money, sometimes scantily in thanks, but, if faithful, they have a large reward in a consciousness of usefulness and in self-respect.

IS IT A GOOD PROFESSION TO ENTER?

We propose to discuss this question briefly, confining our remarks in this paper to the claims of the profession on young men.

"It is a poorly paid profession," says the objector. "Your oldest and best paid teachers receive only about one thousand or, perhaps in rare cases, two thousand dollars a year; in a few cities some of the teachers may receive a little more. But what is that? Many a clerk,

or traveling salesman, or insurance agent, and others of the kind, receive from three to five thousand dollars and more, to say nothing of the merchants and manufacturers, government agents, etc., who amass millions of money in a few years."

All this is true. But there are two sides to it. All clerks do not obtain such fat salaries. The majority of speculators fail. Few that bore holes in the ground strike oil. Only a small proportion of merchants and manufacturers amass fortunes. Moreover, the successful ones have to bend all their energies to the work; they have to rise early and work late; no eight hours a day, nor ten hours will give them success. And then what effect does this devotion have on them mentally and morally? Does it improve their intelligence and quicken and correct their conscience? Suppose now that the teacher works as hard and as hopefully, will he not surely obtain as great a reward?

It is, however, a shame to the American people that teachers are not more adequately compensated for their labors. No man can take charge of a union school in this state, and properly manage it, who has not an education equivalent to what is demanded for graduation in college. This must cost years of labor, and at least a thousand dollars in money. It costs, in fact, in time and money, several thousands of dollars. Ought not men who expend this, and then bestow all their time in any occupation for the people, to be liberally paid?

We hold that, inasmuch as sudden fortnnes cannot be made by teachers in their legitimate calling, they should receive salaries, which will enable them to lay aside for the future a fair percentage every year, so that, when they have arrived at middle age, they shall have, as the result of their own business, sufficient to ensure them against want and suffering. A true public intelligence and honesty will yet secure that.

"But," adds the objector, "in addition to the poor compensation, which I can endure and by economy provide against, I do not like the status of the teacher in society, nor the effect of teaching on a man's own nature, nor the limited sphere in which a teacher is compelled to move."

My reply is, that if those are really your convictions and feelings you had better not enter the ranks. There is still land to be ploughed, tape to be sold, sugar and oil to be weighed and measured, sick to be cured, quarrels to be reconciled, criminals to be defended and condemned, and sinners to be saved. It is not wise to dispute concerning tastes.

But lest you may be honestly laboring under a mistake, let us take up your objections seriously and *seriatim*. "The status of the teacher

in society"—what objection have you to that? Is there a man respected more by the good, the thoughtful, the patriotic, than a well-qualified, industrious teacher? If so, we know him not. And "the effect of teaching on a man's own nature"—what ought it to be but the most inspiring! A man's faculties may be dwarfed by always running in the same treadmill, behind some counter, or even in an office, but a live teacher ought to know that many of the wisest men of his times are fellow-laborers with him. He is dealing with minds. The great problems of thought bear on his daily occupation. He should read, write, speak on those themes. His intellect should be alive, his heart beating time with the great pulsations of the age he lives in. There are many such teachers, and we need more of them. He is not "in a limited sphere." There is public work enough for him if he will do it. Let him write for the papers—for the educational periodicals. Let him encourage lyceums, lectures, libraries, and all good public work. Let him be known as an active man.

This may be enough for the present, but we cannot omit one conclusion, as follows: The office of a teacher is intrinsically so noble, so consonant with the highest energies of the mind and the purest aspirations of the heart, that, on the principle of passional attraction, there will never be wanting noble men to enter it. And if we can only educate the people properly to appreciate and pay the teacher, both together will receive a rich reward.

WHAT IS A PUBLIC SCHOOL SYSTEM?

NO. II.—THE COMMON OR CITIZEN SCHOOL.

THIS logically necessary member of the whole school system in which that quantity and that quality of knowledge is communicated, which it is necessary for every citizen to possess in order to be a useful member of human society, according to the operative culture of the time being, is only in one sense of the word properly called *common school*. Only as far as it is for a certain length of time common to all; for the scientific scholar also has to receive his elementary education here. But as far as this school is the institution in which the citizen, as such, receives the beginning, middle and end of systematic education, we would rather call it *citizen school*. This school occupies, naturally, the lowest place in a public school system. Its purpose or destination is to educate the great mass of inhabitants comprised in the name citizen. In this destination lies its great importance

as well as its limitations. Every thing which, in the highest regions of science and art, is eagerly investigated by highly gifted minds, is not directly accessible to the great mass of the people; but they ought to receive their proper share of all the earnings and results of those labors. Even the best of them, namely: every result which, in the purifying process of those scientific investigations, did not become evaporated, but, as a solid precipitate, forms an integral part of the general operative culture and is thus considered fit for the elevation of the people at large. All this has, through the agency of the citizen school to be made the mental property of all. In this way this school becomes the mediator between science and life, between the scholar and the mass of the people. The latter never can be brought to a level with the former; but the gulf between them must not be unnecessarily wide. The masses, too, must advance, though their progress be steadier and slower. To secure this progress of the masses is the aim of the citizen school. That in this school the aim of instruction should not be material alone, but also, even principally, formal, has been remarked before. Without a formal education of the masses all material education is worthless, even dangerous.

Having thus defined the general nature of this school, we go a step farther in answering the question, "What should be taught in this school, in harmony with the general nature?" This question is answered by the *plan of instruction*, as has been mentioned before. We distinguish, however, a *general* and a *special* plan of instruction. The former determines in general the quantity and quality of knowledge which belongs to each class of schools—citizen school as well as schools for the scholar. The latter is simply an application of the former to each division, subdivision and grade. It would lead us to far to occupy ourselves with the latter; but we must answer the question, "What branches of knowledge must be taken up in the general plan of instruction of the common or citizen school?" This general plan of instruction for each class of schools must not add nor substract anything. Every kind of school must completely master only that material which is prescribed to it by its general plan of instruction. If it departs from this law, either by addition or substraction, it ceases to be a pure school of its kind—it becomes a mongrel. Hence, in the general plan of instruction of the common or citizen school, nothing must be taken up or omitted which is not logically conditioned by its nature. The question cannot be, "What is desirable?" and "What is not desirable?" For what is it not desirable to know? Where would be the boundary? The question can only be, "What is *necessary* to be taught in this school?"

Now, if we look over the whole tree of human knowledge, we find it contains *three* main branches, namely:

a. Such sciences as occupy themselves with the laws of *necessity* as manifested in *nature.*

b. Such as investigate the laws of *freedom* as manifested in the *mind of man;* and

c. Such as have reference to the *unity of freedom and necessity* as represented in God himself; *God, nature* and *man* are the principal studies of man.

A true insight into those three creates a true, human self-consciousness, and leads, consequently, to an existence which is in harmony with the dignity of man. Should the pupil in the citizen school not be led to it?

Those sciences having reference to God, nature and man are called *principal sciences.* There are others which are called *auxiliary sciences,* because they are the auxilaries in acquiring the principal sciences. They are: reading, writing, language and elementary arithmetic. And as not only the mind of man is the object of education, bus also his body, *i. e.* the whole man, gymnastics must be considered as necessary. To all these we add singing, as the means of a noble enjoyment of life.

Before we state *how much* of all these sciences should be taught in the citizen school, we deem it proper to say that the mission of the school can only then be considered as accomplished when everything taught is the entire mental property of the pupil, if the latter is capable of applying it in practical life, and is qualified to promote his further improvement with good success and with confidence in himself.

According to the operative culture of the time being the following must be considered as necessary to be taken up in the general plan of instruction of the citizen school:

A.—PRINCIPAL SCIENCES.

a. Natural Sciences.

1st. Mathematical Geography.—Form, size, and rotation of the earth; the relation of the latter to sun, moon, and stars; the division of time and zones. In general, as much as is necessary for every body to know, in order to be no stranger upon this earth.

2d. Physical Geography.—Nature of the surface of the earth in general (land, ocean, main parts of the land and main parts of the ocean,) with prominence of those parts (mountains, lakes, rivers, valleys, plains,) which may be in a certain relation to history, or may be important for different vocations in life; particularly a clear insight

into the nature of the native country; instruction in its natural resources and productions in order to strengthen the patriotism of the future citizen, and to enable him to make proper use of those resources, and to bring his activity in useful harmony with the riches and wants of his country.

3d. Natural History.— Knowledge of the three great natural kingdoms; their characteristics, with prominence of all those natural products which are of particular value, either for a rational view of nature, or for commerce and industry; special acquaintance with the productions of his native country, in order to promote its industry and general welfare.

4th. Natural Philosophy.—Insight into the most common natural phenomena, according to their origin, their fundamental power and laws. Particular attention should be paid to those natural powers and laws, the knowledge of which is important and useful for a reasonable care of health, for industy and trade. As it must be considered the duty of the school to work against every kind of superstition and bigotry, care should be taken to make the pupils acquainted with those laws which are the most fit to destroy such superstitious views; for ignorance of the natural causes of the phenomenons of nature is the first source of superstition and bigotry, which can only be destroyed through a rational instruction.

b. Sciences in Reference to Man.

1st. Physiology.— Information about the human body, its principal parts, powers, performances, as far as necessary, in order to make the pupil acquainted with its wonderful structure, and that he may learn, through the knowledge of it, to honor the wisdom of his Creator, and furthermore that he may be enabled to treat his own body, as well as that of others, with due respect and necessary caution.

2d. Psychology.— Instruction about the powers and nature of the human mind so far as to enable the pupil to perceive the sublime destination of his mind, that he may joyfully feel its affinity with God, and that he may become conscious of the high duty of educating it and take care to preserve its health.

3d. Political Geography.—The pupil of the citizen school must understand the political organization of his native country (constitution, law-making and executing power, division, etc.,) as well as the political circumstances of his nation in general, (number of inhabitants, principal places, character, language, education, trades, manners, customs, etc.,) as far as is necessary, in order for him to be a member of his state who honors and respects its laws, who is active in promoting

his own welfare as well as that of the state at large, as far as it is in his power, and who is happy and contented. The knowledge of other nations ought to be a proper foil or antitype to instruction concerning his native country. The advantages and disadvantages of the latter ought to be clearly explained, that the pupil may rejoice over the advantages and feel himself called upon to remove the disadvantages. Nothing is more injurious than an instruction in political geography which, in order to weaken patriotism, speaks always in the superlative degree about the good qualities of the native country, and unjustly ignores the advantages of other nations. By this an egotistic patriotism will be created, which deserves the name "national haughtiness" more than anything else. The true patriot cannot wish it. For how can the pupil, in any nation, feel called upon to imitate the good of others, if he or she is made to believe it already possessed in the highest degree? Truth elevates, falsehood degrades.

4th. History.—Detailed instruction in the history of his own nation, as far as necessary to a true estimation of the existing order, and in order that the future citizen may feel called upon to be active for its preservation and farther development. The history of other nations is only so far necessary as it had, or has yet, a decided influence upon the history of his own nation; from general history only the most important nations, personalities and events.

c. Sciences in Reference to God.

As we do not live in a country in which a certain king or emperor makes our citizenship depend upon a certain creed or belief, but as the wise policy of the founders of our country duly considered that the relationship, in which every individual may place himself to his Creator, should be left to this individual himself, as, in other words, religious freedom is constitutionally guaranteed to us, it would be illlegal to take up any of the sciences having reference to God in the general plan of the citizen school. But it must be considered the duty of the school to impress upon thn pupil that he is to respect the religious creeds of others, however different from his own, as long as they do not come in opposition to the laws of the land. The pupil must be made to understand that the preservation of this religious freedom is one of his most sacred duties, and that every attempt to force upon any one a certain creed is a rebellious action contrary to our constitution.

B.—AUXILARY SCIENCES.

a. In Reference to Form.

1st. Geometry.—Knowledge of those propositions which are the most important for practical life, within the boundary of straight lines,

angles, triangles, squares, and the circles, as also of the most important bodies, such as cube, pyramid, prism, cone, sphere, etc., according to their characteristic and measurement.

2d. Drawing.— Geometrical drawing of those forms and bodies with which the pupil was made acquainted in geometry. The pupil should also, to some extent, become able to make correct sketches of simple, natural objects, or, also, to draw after a copy.

b. In Reference to Number.

1st. Arithmetic.— A clear insight into all ideas and proportions of number, so that the pupil becomes qualified to solve, in a *rational manner*, (not mechanically), all sorts of exercises which practical life may present, and do not presuppose higher arithmetic.

c. In Regard to Language.

1st. Speaking.— Readiness in a free, clear, distinct expression of thought, be it in order to relate events of life, or to describe something perceived, or to answer a question, etc.

2d. Writing.— The pupil should learn to do in regard to writing (eye language) all that is required for speaking (ear language); that is, he should become able to express his thoughts with a correct orthography, and in a clear, pleasing, flowing handwriting. Besides this, he ought to receive instruction in writing letters, and other practical exercises which life may demand from every citizen.

3d. Etymology.— The pupil ought to become acquainted with the true meaning of each word, whether used figuratively or not, so that he is able to use always words which he is conscious are applied properly, and to understand them correctly if used properly by others.

4th. Grammar.— Insight into the organic structure of the native language, as far is as necessary, in order to comprehend it in its relation to human thinking, and to value it as the most peculiar product of the human mind. In particular the pupil should receive clear instruction in sounds, words, and sentences, so as to qualify him for correct speaking and writing, and for a correct understanding of what is spoken or written.

5th. Reading.— Readiness in reading every thing written or printed in the native tongue, with observation of punctuation and proper accent.

6th. Singing.— Readiness in singing the most popular melodies. Some exercise in singing in four parts. Knowledge of the notes, as far as necessary, to enable the pupil to learn easy melodies himself. Cultivation of the voice, of an exact musical ear, and of a good taste must be the main points in view.

DIALOGUE ON EDUCATION.

Characters—LIBBIE, LOUISE AND HELEN.

LIBBIE.—Good morning, Mademoiselle Louise, je suis charmé de vous voir.

LOUISE.—Good morning, Libbie. I am very happy to see you. When did you return from boarding-school?

LIBBIE.—J'ai rendu on last Saturday et jaurais plutôt venu vous voir mais, le temps etait très mauvais et nous avons en beaucoup de campagnie.

LOUISE.—On last Saturday! Indeed, I had not heard of it, or I should have called to see you. However, I do not know as my visit would have been acceptable, as I am not able to speak the French, and you seem to have grown particularly fond of it; since, after an absence of three years, your first words of greeting to an old friend must be delivered in that foreign tongue.

LIBBIE.—O pardonnez moi, ma chère amie, j'ai du chagrin a perdu votre estime.

LOUISE.—Come, come, Mademoiselle Libbie, you tax my patience too much with your learned gibberish! Condescend, if you please, to speak in plain English, and do not distress your old friend with any further display of boarding-school accomplishments.

LIBBIE.—Really, Louise, you frown at my French.
As grave as a judge on the bench!

LOUISE.—I confess, Libbie, that I am deeply pained at your manifest fondness for so unimportant an acquisition as the French language. I regard the time you have spent upon it as wholly lost, or worse than lost; since it must have been a heavy draft upon the hours which should have been devoted to more solid and useful pursuits.

LIBBIE.—O yes, *mon amie*, a waste of time.

But after all, how pleasant and fine
To go to school with nothing to do,
But sing, dress and dance, and say *Parlez vous!*
How stupid to pore over musty books,
To cull bright gems from all their nooks!
They say life's a play,—to that I agree,
And wish books and work in the depths of the sea.

LOUISE.—Ah, yes, Libbie, life *may be a play*, but, if so, it is a deep and earnest tragedy. "Life is real! Life is earnest!" On one side we behold Scylla, on another Charybdis: here, a chasm yawns; there,

a gulf opens; and it is not the siren song of pleasure that is destined to lull to rest the mighty powers of destruction. The hand of wisdom alone can guide us in safety, and wisdom is born of discipline,—the daily and continual exercise of mind upon important things. In school, I consider a struggle with the great principles of natural and mathematical science to be best calculated to develop the strength of mind which we need in all the great purposes of life.

LIBBIE.—Indeed, Miss Louise, allow me to remind you that you are soaring rather too high for my *poor, undisciplined comprehension.* I suppose you mean to say that the study of chemistry, geometry, algebra, and such like things, is all that's necessary. How unfortunate it is that I had not earlier received your counsel; then I should have had the wisdom to turn my attention to circles, hydrangles. triglometers, etc., and should have been able, even to your satisfaction, to demonstrate a problem with a Q. E. D., and gravely to show that x — y is equal to z.

LOUISE.—*Raillery* is a very poor substitute for *argument*, which you would have been able to perceive, I think, without the aid of a Q. E. D., had your powers been quickened by a familiarity with close methods of mathematical reasoning. As it is, perhaps I only waste words in trying to impress you with any proper idea of education. I am afraid that frivolous accomplishments have dissipated your mind to such a degree, that there is little hope of convincing you of your error.

LIBBIE.—Certainly my dear, I am an incorrigible case. It would be entirely useless, I do assure you, to waste any rhetoric upon me; so, pray, don't attempt anything which would be so well calculated to sour your sweet temper. Besides, I am under the necessity of leaving you immediately. I promised to meet a friend at the music store, in order to select a song for Mrs. D's party.

LOUISE.—I am sorry you must go so soon. Call in, when you return, and favor me with your song.

LIBBIE.—Oui, Mademoiselle, avec plaisir. If you have no objection to such a frivolous accomplishment as music, I shall be very happy to sing for you.

HELEN.—Pardon the liberty I take, Miss Louise, and allow me to ask, if, in listening to your conversation, I have interpreted you aright in inferring that you have no sympathy with the embellishments of life, and that you would wish them entirely banished from our systems of education? You surely would not wrap yourself so closely in a mantle of soberness, as to exclude the light of innocent pleasure, nor plunge so profoundly into the mysterious depths of nature, as not to

twine one wreath for the graces, or produce one strain of melody from your life-harp?

LOUISE.—I believe you have interpreted my meaning aright, Miss Helen. I confess I never could see the utility of the so-called graces. To bow and courtesy gracefully; to shake hands in the most approved manner; to dance, embroider, and chatter in French, Italian, or Chinese, are, to my taste, the merest nonsense. Could I see that these things contributed to the development of intellect,—that they enhanced, in any degree, the true happiness and welfare of the human race, I would joyfully hail them as great and useful accessions to any scheme of education.

HELEN.—Education, Louise, consists not merely in the unfolding and strengthening of the intellect. Some discipline is needed besides that which develops the reasoning faculties, some eye besides that which cons the pages of science. I would give to these their meed of praise; but I deem that a partial and narrow culture which operates on but a part of the mind, arousing and cultivating that, and leaving the remainder dormant, or in a chaotic state. Every human being has taste, and is, through his senses, charmed and attracted by what he terms beautiful. The impressions made by the external world blend with the creations of the mind itself, and the result is manifest in those conceptions which transport the soul from its earth-bound home to a sphere of light and purity and beauty. It is a part of the mission of education to give these conceptions forms and symmetry; to enable us to distinguish between truth and falsehood: to kindle a love for the simply, purely beautiful in art and literature; to inspire within us a reverence for the sublimities of nature, and from these, His works, to lift the eye to the Author of all sublimity and truth.

LOUISE.—I agree with you fully that it is the great part of education to arrive at hidden truths,—truths of nature and sciences. The intellect furnishes all the powers by which these are perceived, and I maintain that it is of the highest importance to our interest and happiness that the intellect be developed in all its strength and magnitude. As to its harmonious development, I am not so clear that that would be best, even if it could be effected. I suppose, of course, that you will admit the doctrine of original mental differences, and I regard these biases of nature as so many indications of the offices and duties for which our Creator has designed us: I am, therefore, inclined to think that we should follow the hints which nature has so plainly given us in our systems of education —always, of course, leaving out those frivolous pursuits, for which some people would fain persuade themselves they

have a natural adaptation, while, in fact, they are only misled by false systems of education, and old and long standing prejudices.

HELEN.—The intellect, Louise, which you conceive to be the noblest part of man, is not the sun of his existence; it is but his Polar star, pointing him to deeper truths than science or nature ever claimed. I grant that it should be cultivated, strengthened, but not at the expense of our other faculties, else it becomes a curse to its possessor. High in the scale of human endowments stands reason, but connected with this, and higher, purer still, is the gift which stamps us faint types of His own glorious self; and as the physical should be made subservient to the intellectual, so should the intellectual be ranked below the moral. There is a higher, spiritual realm, surpassingly fair, in which even those may enter who have never become toil-worn and weary in their search for the unknown mysteries of science. Through another medium, understanding his physical, intellectual and moral nature, and enjoying the harmonious development of all his faculties, man may walk there and the earth will echo as to the music of an angel's tread. But your philosophy, Louise, is so exclusive, so cold and rigid;—why, it would "clip an angel's wing," and blot out every star in Heaven's firmament, if the darkness would but give you one new principle of science!

LOUISE.—If my philosophy is cold and rigid, yours is too fine-spun and transcendental. You soar away into your higher, *spiritual realm*, as you call it, as if you were entirely unconscious of any connection with this *little*, *lower world*, in which, after all, we have to plod and toil and eat our bread in the sweat of our weary brow. Allow me to direct your thoughts, for a moment, to sublunary scenes, and to remind you of the numerous labors which we are obliged to perform here. Our common, every-day duties are considerable: then there are the great powers of nature to be subdued; forests must be felled; cities and Pacific railroads must be built; the animal kingdom must be brought into subjection; and last, but not least, we ourselves must be educated and fitted for this vast field of labor. The intellect is the prime mover in all these great works. How then can we dare to slight it, or fritter it away in vain, frivolous performances which, granting they *are* embellishments, are still only an outside and useless show?

HELEN.—Your idea of the term *useful* seems to be the prevailing, practical one of this earth-bound age—forests felled, cities reared, civilization extended, and education of the practical, utilitarian stamp diffused. You seem, in your speculations, to overlook the fact that the *mind* and the *soul* are *immaterial*, and that their highest sphere of action and usefulness is with the immaterial things which eye hath not

seen and ear hath not heard, neither has it entered into the heart of the materialist to conceive. To be sure, in this present life, we must attend to those necessities and wants which grow out of our relations to material things. But there is great danger of our becoming too earthy; hence some influence is necessary to direct us from our downward pursuits and charm us away into a region of higher and more spiritual elements. Beauty is the Protean spirit that is commissioned to accomplish this work. She floats to us on her silken wings, dazzles us with her inexpressible luster, enchants us with her exquisite grace, and leads us captive with her siren song. You may call this fine-spun and transcendental, but at the same time you will please to consider that it is adapted to our nature, that the same kind of transcendentalism is wrought into every fiber of this delicate mechanism of ours,—*taste*, *imagination*, *perception* and *reason*. Shall the glorious arts of music, painting, and poetry be set aside as useless and trivial, because they do not supply our physical wants, when they are, like Heavenly manna, satisfying our deeper and more restless yearnings? Think you, Louise, that such men as Raffaelle, Milton and Schiller are of no benefit to mankind? Did they not weave beautiful spells which will remain through all time?

[Concluded in next number.]

SPECIMENS OF GERMAN PEDAGOGY.

[Extracts from Dr. G. A. Riecke's "Erziehungslehre."]

INTRODUCTION.

AT his birth man is little more than nothing, but he is capable of becoming not much less than all. On this rests his capability and need of education. For what he can become he should. But because he is as yet very weak he needs aid from without, and this is Education. Those also who aid man to become that which he is not at birth, but yet can attain to by virtue of his nature, and which his destiny imposes as a duty,—these we name Educators. But why do we speak of *aiding* man to develop, rather than of developing him? Even because his growth must be self-growth—in him, as in every organized being, an individual development from within. What is not attained by inner development is not attained at all. But that which is thus revealed must, of necessity, be previously within the man, that is, what he becomes he becomes only out of himself,—yet not alone through himself. All development, that of man included, needs incitement, nourishment, guidance. As this inner development becomes

outwardly manifest, so its incitement, its growth, its direction are conditioned by the external world. This influence of the outer on the inner is education in the widest sense; hence the aid which the educator can afford to human development is strictly limited. He awakens, nourishes, guides — the goal and the way are given by nature and life.

So far, however, we reach no special distinction between the education of man and that of animals or plants. The latter are both capable of an inner awakening, and through fit nourishment and guidance will be conducted to their natural goal. But there is this marked difference, that while the whole growth of animals and plants is solely dependent upon external educating influences, that of man can be completed only through the agency of his free self-activity. It is possible to reach perfection in the development of an animal, but man's destiny can never be accomplished through outer help alone. The exercise of his own free self-activity is a necessary condition to the attainment of the true, human ideal; herein lies his superiority to the animal. Only man can become a self-educator — nay, he must, if he would fulfil the purpose of his life, a purpose of which self-education is a special element. Hence, all true education must lead to, and end in self-education. We educate a man in the narrowest sense when, so long as he is incapable of becoming his own educator, by awakening his natural powers, by offering appropriate intellectual food, and by indicating the direction of his development, we so aid him that, from the determination of his own free-will, he can approach the accomplishment of the aim engrafted in his nature, having at the same time a clearly conscious knowledge of its existence and a desire for its attainment. In this sense the only educated being is man; plants and animals can only be led — trained. Education is, moreover, an important primal right of men; self-education the essence of true human dignity.

To educate a being who has not yet attained his natural goal is to guide him toward this. The aim of education lies continually higher than the being educated; for man, indeed, it is a perpetual elevation toward God himself. The education of a man is consequently the elevation of that within him which, though in proportion to his natural talent destined to a high development, is yet low and weak. His self-education is the continually progressive elevation of himself to similarity with God, effected through the determination of his free-will.

But, also, he who would be the educator of another to a self-educating activity must stand higher than his pupil; he must raise him up

to himself — must take the place of the self-educating will, but gradually make way for it. Therefore, man only can be the educator of men, and only among and through men does the man become a man. On the other hand, upon his own action exclusively depends the elevation of his humanity to godlikeness.

While we educate others we educate ourselves. For we can only give another that education which we ourselves possess, and while we bestow it it becomes renewed, strengthened, ensured, completed. While we work through our will upon another, it works in ourselves and attains new strength and certainty. Hence, each man is, in a certain sense, destined to be an educator, not only that he may pay the debt of gratitude which education has imposed on him, but also bring the fruit of the same to perfection within himself.

The earth, so far as it is inhabited by man, is a place of education. The whole human race consists of pupils and educators, and the latter are in a certain sense both. It should become the latter without ceasing to be the former.

The universality of this peculiarly human problem of education stands out clearly if we consider the special, social communions which receive the new-born man soon after his birth, viz: Family, Church, State. The majority of human organizations prescribe a certain degree of maturity and a certain age as the condition of entry. Naturally, they also demand of their associates definite actions which are conditioned on a certain degree of culture. The above named social elements, on the other hand, do not presuppose anything but the capacity for growth; for their express destination is to give their members that culture which they lack. According to their whole aim and being they are places of education; hence, they not only garner what others have sown, but also what they themselves have planted. They fulfil their destiny solely in the degree in which they know and accomplish their educating purpose. The more they minister to this purpose so much the more do they care for their own vitality and perpetuity. If, on the other hand, they neglect this, just in that degree do they hasten their downfall, and deserve to be hewn as dry, unfruitful limbs from the tree of life. The family is the basis and type of both church and state; it is the trunk in this tree of human society, church and state are the two branches growing out of this and receiving from it their vital fluid. But all three stand in intimate union.

No state, no church, no family can absolve itself from this problem. No one has yet wholly mistaken it; no one, even in our day, has completely solved it, because it can do so only in proportion to its own completeness or incompleteness.

The problem of education is easy and difficult. Easy, if we reflect that nature herself, who points both goal and way, must also do the most toward its attainment, and that there only remains to the educator the task of removing evil influences from the child and bringing good ones within the range of his apprehension. Difficult, if we consider that each pupil must be educated in accordance with his peculiar individuality, and that this is manifoldly varied in each; that further, the child is a free being; finally, that the educator is hindered in many ways in the selection of the best educational means, hence he can neither eliminate all bad influences nor introduce all good ones. For, although the law of necessity rules unconditionally in the development of beings on the lowest organic plane, yet thousands go to the ground deformed, crippled through evil external influences, which cannot be restrained. How much more problematical must be the result of the education of a being in whose nature the law of freedom forms an important but irrational factor. We need not dream of the original substantial corruption of human nature to perceive that the educator's work is in the highest degree difficult and its results but little assured. It is a struggle of humanity with its own incompleteness, in order to rise alike in the individual and in the species above itself, that is to progress. But it is so much the more difficult to find the true relation between necessity and freedom, influence and self-determination, as every general law finds a distinct application in each human individual.

The science of education is as much a science of experience as of reflection. J. G.

Ypsilanti, Feb. 25th, 1866.

PROCEEDINGS OF THE CONVENTION OF THE "NATIONAL ASSOCIATION OF SCHOOL SUPERINTENDENTS."

WALLACH HALL, WASHINGTON, D. C., Feb. 6th, 1866.

THE convention met at 3 o'clock P. M., the following members being present:

Pres. B. G. Northrop, agent Board of Education, Massachusetts; Sec. L. Van Bokkelen, state superintendent, Maryland; J. S. Adams, secretary Board of Education, Vermont; E. A. Hubbard, Springfield, Mass.; C. R. Coburn, state superintendent, Pennsylvania; J. P. Wickersham, principal of Normal School, Pennsylvania; M. F. Cowdery, Sandusky, Ohio; Wm. Mitchell, Columbus, Ohio; D. F. De Wolf, Toledo, Ohio; Geo. B. Sears, Newark, N. J.; O. Hosford

state superintendent, Michigan; Duane Doty, Detroit, Mich.; C. G. G. Paine, superintendent Freedmen's schools, East Virginia; George H. Tingley, Jr., Louisville, Ky.; F. A. Fiske, state superintendent Freedmen's schools, North Carolina; John Kimball, superintendent of schools, Freedmen's Relief Association, D. C.; A. E. Newton, superintendent Freedmen's schools, D. C.; J. A. Nichols, general superintendent Freedmen's schools, United States; Geo. F. Needham, National Freedmen's Relief Association; C. T. Chase, general agent Freedmen's Relief Association; Rev. C. M. Blake, Pennsylvania; Prof. Joseph Henry, Smithsonian Institute; and Rev. E. H. Gray, chaplain United States.

The president called the convention to order, and requested the Rev. Dr. Gray, of Washington, D. C., to open the exercises with prayer.

Mayor Wallach, on behalf of the board of public school trustees of Washington and himself, welcomed the members of the convention and other visitors. The president responded on behalf of the convention.

The president invited all the friends of education present to participate in the proceedings of the convention.

The president announced the presence of the minister of the Argentine Republic, Domingo F. Sarmienta, a friend of popular education, who, upon being introduced to the convention, spoke of a plan to establish public schools in La Platte similar to those in operation in the United States.

The secretary read the proceedings of the meeting at Harrisburg, Pa., which were accepted.

Letters were read from E. Ballard, state superintendent, Maine, W. K. Douglas, city superintendent, Natchez, Miss., and John C. McMynn, state superintendent, Wisconsin, regretting their inability to attend.

Mr. Coburn, chairman of committee on organization, read the report of the committee, which was adopted.

On motion, a committee on business was appointed, comprised of Messrs. Hosford, of Michigan, DeWolf, of Ohio, and Hubbard, of Massachusetts.

On motion, it was resolved that gentlemen who are acting as superintendents of schools for Freedmen be members of this association. Adopted.

Mr. Coburn read a paper on "School Statistics," appended to which were the following resolutions:

Resolved, That the importance of the educational interests of the country demands that there be prepared accurate statistical tables, embracing a clear, comprehensive statement of the whole educational machinery of the nation.

Resolved, That until there is a greater uniformity in regard to the items to be embraced in educational reports, and the manner of collecting the facts, and the bases upon which the estimates are made, such tables cannot be prepared.

Resolved, That to secure this uniformity there should be connected with the department of the Interior an Educational Bureau, whose duty it shall be to prepare blank forms for the annual State reports to be made to the superintendent of such bureau, with proper and suitable instructions; to receive such annual reports from the superintendents of public instruction of the several States and form statistical tables, which shall embody so much of said reports as he shall deem advisable to present to the public. Adopted.

Mr. Adams, of Vt., moved that a committee of three, consisting of the president and two members, be appointed to report a practical scheme of statistics for adoption by this association. Adopted.

Committe.— The president, Mr. Adams, of Vermont, and Mr. Coburn, of Pennsylvania.

On motion of Mr. Adams, it was resolved that the committee on business be a committee on organization.

The committee on business reported that the next meeting of the association be held to-morrow (Wednesday), at 9 o'clock A. M.

WEDNESDAY'S SESSION.

Wallach Hall, Feb. 7th, 1866.

The association met at 9 o'clock A. M., and the exercises were opened with prayer by Rev. L. Van Bokkelen.

The proceedings of last meeting read and adopted.

In addition to the members present yesterday, were the Hon. E. E. White, state superintendent of Ohio; Hon. C. M. Harrison, state superintendent of New Jersey, and W. R. White, state superintendent of West Virginia.

On motion, it was resolved that the next meeting of this association be held at Indianapolis, Ind., on Monday the 13th of August next, at 2 o'clock P. M.

A paper, on the "Practicability of greater uniformity in school systems of the different States," was read by the secretary, and adopted.

On motion, it was resolved that the cordial thanks of the convention be presented to M. H. Simpson, Esq., of Boston, for his generous appreciation of education and for his liberality to this association; and also to the president of the convention for his labors in carrying forward its meetings.

An invitation was received and accepted to visit the colored schools at the Soldiers' Free Library, under the care of the Missionary Association.

A discussion ensued upon the paper read by the state superintendent of Maryland, in which Messrs. Doolittle, White of Ohio, and Hosford took part.

The following point was presented and adopted, in order to direct the discussion: That the association now proceed to discuss the different classes of school officers necessary to administer a state school system and other relative duties.

The systems prevailing in Pennsylvania were explained by the state superintendent. During the discussion, in which Messrs. White, Hosford, Adams, and Cowdery participated, the association took a recess to visit, at the executive mansion, the President of the United States. The members were introduced by the presiding officer in a suitable address, to which the President responded.

EVENING SESSION, Feb. 7th.

The association met at 7½ o'clock in the E street Baptist church, the president in the chair.

After some preliminary business a paper was read by Hon. E. E. White, of Ohio; subject: "National Bureau of Education."

On motion, it was accepted, and the subject opened for discussion.

Addresses were delivered by Hon. Mr. Boutwell, of Massachusetts, Hon. Mr. Patterson, of New Hampshire, and Dr. Craven, United States army.

On motion, Mr. White was unanimously requested to give a condensed summary of the paper read by him, so as to be presented in the form of a memorial to the congress of the United States, for the establishment of a National Bureau of Education.

On motion of Mr. Coburn, it was resolved that a committee of three be appointed to present the memorial to congress. Messrs. White, of Ohio, Coburn, of Pennsylvania, and Adams, of Vermont, were appointed the committee.

On motion of Mr. Cowdery, resolved that a committee of five be appointed to put the result of the deliberations of the association into the form of resolutions, to be presented to the association at its meeting on Thursday A. M.

The chair appointed Messrs. Cowdery, Wickersham, White of West Virginia, Paine, of East Virginia, and De Wolf.

On motion, the association adjourned to meet, at Wallach Hall, to-morrow (Thursday) at 9 o'clock A. M.

THURSDAY'S SESSION.

Wallach Hall, Feb. 8th.

At 9 o'clock A. M. the association met, and the exercises were ...ned with prayer by Hon. E. E. White.

Proceedings of yesterday read and, with alterations, adopted.

On motion, Mr. Mitchell, of Ohio, was chosen assistant secretary of the convention.

Mr. Coburn moved to amend the constitution of the association so as to provide for the election of three vice-presidents. Passed.

Mr. De Wolf moved to amend the constitution so as to provide for the election of an executive committee of five. Passed.

The committee on organization reported the names of Messrs. Sears, of Newark, N. J., and White, of West Virginia, as additional vice presidents.

The following gentlemen were appointed members of the executive committee: Messrs. Bateman, Illinois; Tingley, Kentucky; De Wolf, Ohio; Harrison, New Jersey; Philbrick, Massachusetts.

On motion of Mr. White, of Ohio, resolved that three classes of officers, namely, Township or District Boards of Education, County Superintendents, and a State Superintendent, are essential to the highest success of a state system of public schools; and further, that the successful management of a system of graded schools in cities and towns, also requires thorough local supervision and direction.

The motion was laid on the table in order to receive a report from the committee on statistics.

The report on statistics was read by the chairman of the committee, and accepted after discussion.

The committee on stastistics was changed by appointing Mr. White, of Ohio, instead of Mr. Hosford, of Michigan. The committee, as changed, consists of Messrs. White, of Ohio, Coburn and Adams.

Mr. Adams moved to recommit his statistical report to the committee as reorganized: *Resolved*, That this report be recommitted to the committee with power to construct a general form for securing accurate statistical information on the part of this association, and report to the next meeting at Indianapolis, August 13th, 1866. Agreed to.

On motion of Mr. Van Bokkelen, the constitution was amended by the addition of article 6th, as follows:

All state and city superintendents, members of this association at the time of the adoption of this constitution, shall be permanent members of this association. Adopted.

Mr. Cowdery submitted the following, which was adopted:

Resolved, That a greater uniformity in the statistical school reports of the different cities is urgently demanded, and that a committee be appointed at this meeting to report on that subject at the meeting in Indianapolis.

Appointed as said committee, Messrs. Mitchell, Hubbard, and Harding.

On motion, the resolution of E. E. White, relative to the different classes of school officers, was taken from the table, and discussed by Messrs. Adams, of Vermont; Harrison, of New Jersey; White, of West Virginia; Hosford, of Michigan; White, of Ohio; Coburn, of Pennsylvania; Van Bokkelen, of Maryland, and Northrop, of Mass.

Mr. Fiske, superintendent of Freedmen's schools of North Carolina, explained the organization of said schools in that state.

On Motion of Mr. Fiske, *Resolved*, That in the opinion of this association the establishment of systems of common schools in the southern states, will do much to harmonize their relations with the other states of the Union; and that there is no other plan by which they can more readily and certainly secure the development of their great material resources.

A letter was read from Rev. C. H. Wiley, state superintendent of North Carolina, regretting his inability to be present, and requesting his name to be entered on the roll as a member.

An invitation was received, and accepted, to visit the free schools for colored children, maintained in Washington and vicinity by the American Freedmen's Aid Commission; also, an invitation was accepted to visit the Smithsonian Institute.

Hon. Mr. Bateman, of Illinois, now entered the hall, and was received with applause. His delay was occasioned by an extraordinary series of failures on the part of the railroads to make connections. He explained the school system of Illinois.

The convention took a recess of fifteen minutes.

Mr. Edward D. Neill explained the school system of Minnesota.

A telegram was here received from Mr. Phelps, superintendent of the schools in Minnesota, saying that it was impossible for him to attend, and informing the association that a joint resolution, favoring a National Bureau of Education, had passed both branches of the legislature of that state.

On motion of the sceretary, resolved that the thanks of this association be tendered to the school trustees of Washington, for the use of the Wallach School Hall. Adopted.

On motion of Mr. Coburn, resolved that each state and city superintendent be requested to furnish, as soon as issued, to all the other superintendents in the several states, all reports, laws, blank forms, circulars, and all other documents used by him in the performance of his official duties, that they may be filed away in the archives of each state. Adopted.

A paper was read by Hon. C. M. Harrison, of New Jersey, entitled "What are the greatest defects in the existing systems in the several States?" which, on motion, was accepted and laid on the table.

Messrs. Cowdery, De Wolf, Sears, Hubbard, and Mitchell then discussed the subject of city schools; mode of superintending, collecting statistics, etc.

On motion of Mr. Doty, resolved that a committee of three be appointed to report, for the consideration of this body at its next meeting, a plan of organization for the management and supervision of a system of city public schools. Committee—Messrs. Doty, De Wolf and Sears.

Mr. Chase, of Richmond, offered the following resolution:

Resolved, That we commend to the attention of Gen. Howard, commissioner of the Freedmen's Bureau, the consideration of establishing training schools for colored teachers, and then, when qualified to teach, to give them such temporary aid as may enable them to start schools among their own race, especially on plantations remote from other schools. After discussion, adopted.

Mr. De Wolf offered the following resolution, which was adopted.

Resolved, That this association earnestly sympathize with the people of the South in their desire and efforts to secure a system of public instruction for the purposes of universal education, and that we most cordially invite all friends of education in the South to attend the meetings of the national educational associations of the ensuing season.

Hon. Mr. Bateman read a paper entitled "Leading features of a model State school system," which was adopted.

After the passage of the usual closing resolutions, the association adjourned to meet in Indianapolis, Ind., on the 13th day of August, 1866.

B. G. NORTHROP, PRES.

L. VAN BOKKELEN, Sec'y.

Resident Editor's Department.

EDUCATIONAL INTELLIGENCE.

MATTERS AT HOME.

STATE TEACHERS' INSTITUTES—SPRING SERIES, 1866.

The customary series of Teachers' Institutes, appointed by the Superintendent of Public Instruction, will be held as follows:

At Grass Lake, beginning at 1 o'clock P. M., March 26th; at Fentonville, beginning at 1 o'clock P. M., April 2d; at Flushing, beginning at 1 o'clock P. M., April 9th; at Northville, beginning at 1

o'clock P. M., April 16th; at Medina, beginning at 1 o'clock, P. M., April 23d.

Each Institute will commence promptly at one o'clock on the day appointed, and will continue five days. It is very important that teachers should be present at the opening of the Institute, as the various topics discussed will be presented by a regular course of lectures, and no lecture can be lost without detriment.

ANN ARBOR.

Michigan can well be proud of her University in its present prosperity. In the past year the University has graduated out of its several departments as follows: Civil Engineering, 6; Batchelors of Science, 5; Batchelors of Arts, 21; Masters of Science, 7; Masters of Art, 28; Doctors of Medicine, 70; Batchelors of Law, 80; making a total of 217.

The summary of students this present year is as follows: In department of Science, Literature and Arts, seniors, 43; juniors, 41; sophomores, 59; freshmen, 93; higher chemistry, (not including those counted elsewhere,) 70; selected studies, 47; making a total of 354. Medical department has 467; Law department has, seniors, 114; juniors, 271; total for the department, 385. Total in the University, 1,205. Since the catalogue went to press, there have been eight matriculations, making in all, 1,213.

The general library already numbers 14,000 books. During the current year the law department has received a donation from the Hon. Richard Fletcher, of the supreme court of Massachusetts, of his valuable law library, containing nearly 1,000 volumes. Many of these works received from Judge Fletcher are very rare, being out of print, and are valued very highly by the department.

The society of the Alumni of the University have expressed, through the catalogue, the desire to obtain the biographical statistics of each graduate of the University, especially those of earlier classes. Communications to the society should be sent to the Necrologist, T. R. Chase, Cleveland, Ohio.

In the next general catalogue will be published a list of soldiers who have been, or are, in the army or navy. Information on this subject may be sent to the Steward, J. H. Burleson.—*Advertiser and Tribune*.

A SPLENDID BENEFICENCE.

Our readers have already heard of the death of Hon. Perrin M. Smith, circuit judge, who died at his residence in Centerville a few days since. It is now known that Judge Smith made a bequest to Kalamazoo College of property worth fifty thousand dollars. The great eastern colleges have frequently received such donations, and they owe

their greatness to wealth thus obtained; but this is the first legacy of such princely amount ever left by a Michigan man to the cause of learning in our midst. By this deed the name of Perrin M. Smith is enrolled among the most honored names of the land, and the great benefactors of the human race. Successive generations of educated young men will pronounce his name with grateful reverence, and the beneficent influence of his great gift will flow on, in undiminished power, through all the long centuries during which the college shall continue to stand. May his deed incite other men to do likewise. This magnificent donation, added to the other sums gathered within the past two years, gives to Kalamazoo College a splendid beginning for a great college foundation.—*Advertiser and Tribune.*

DETROIT.

The second regular Winter session of the City Teachers' Institute was held in the High school on Saturday last, Superintendent Doty occupying the chair. After the reading of the secretary's minutes, the superintendent entertained the association with a highly interesting paper, entitled "A School Master Abroad," being a sketch of the gentleman's late visit to Washington, on the occasion of the assembling of the National Convention of school superintendents. The paper abounded with graphic description and pungent humor, and held throughout the fixed attention of the audience. After the transaction of some minor business matters the association adjourned.

At a recent meeting of the Board of Education the president read a communication from D. Bethune Duffield, Esq., respectfully requesting that the name of the Eighth Ward Union School be changed to the "Houghton Union" instead of the "Duffield Union." On motion of Inspector Hawley the request of Mr. Duffield was complied with, and the name of the "Eighth Ward Union" was changed to the "Houghton Union."

The following named Michigan men graduated recently at the Hahnemann College of Chicago: J. D. Dennis, O. E. Goodrich, and Leland Walker. The degree of Doctor of Medicine was conferred upon each. The *ad eundum* degree was conferred upon Dr. E. A. Lodge, of this city.—*Advertiser and Tribune.*

ADRIAN.

The college agent, Mr. S. P. Rice, has secured subscriptions to the amount of $11,000 from citizens residing on the west side of the river, towards paying off the debt of $20,000 owing on the buildings of that institution. It is hoped that the balance $9,000 may be subscribed on the east side of the river, whereby the union of the Protestant Methodists with the Wesleyans will be secured and the college endowed with an additional fund of $20,000 already raised.

The winter term of the Vassar union school closed on the 16th. The day was spent in an examination, which was creditable to both pupils and teachers. At the exhibition in the evening, large numbers were compelled to go away, not being able to get into the school-house, it was so densely crowded.

SALINA.

A union school-house is to be built here, at a cost of $6,000, and our mechanics do not seem to take it as a compliment that the contract was awarded to a Saginaw city firm.

CASSOPOLIS.

School is now being taught as usual in all the departments. James Newton, Esq., is principal, Miss Mattie Rogers in the intermediate, and Miss Nancy Decou in the primary department.

— The Tecumseh union school is in a progressive condition. The number of pupils in attendance is between two and three hundred, of whom a large per centage, in the higher department, are foreign scholars. The increase in this respect is noticeable: the income from foreign scholars having more than doubled within two years; the number of them now in attendance is 57. Mr. J. Mullholland, of Ann Arbor, first assistant in the grammar department, resigned at the close of the last term, and his place is now filled by Miss M. D. Rosebrugh, of Tecumseh.

— Mr. Silas Wood is principal of the Mount Clemens union school, which is one of the best in that part of the state. During the present year, there have been placed in the school, by voluntary subscription, an organ, and a library of 200 volumes, costing nearly $400. These facts reflect credit both upon the principal and the patrons of the school.

CONSTANTINE.

The union school of this place is represented to be in a prosperous condition, with an attendance of about 250 pupils. Mr. S. R. King is the principal, and is assisted by Misses Alida Edmonds, Hattie Joss, and Fannie Denio.

FLINT.

This enterprising town has three public schools in successful operation. The one on the north side of the river numbers 200 pupils, and is under the charge of Mr. Kingsbury. Rev. Mr. Johnson has charge of the one on the west side of Saginaw street, which has an attendance of 250 pupils. The third school, which is upon the west side of Saginaw street, is attended by upwards of 250 pupils, and is under the direction of Mr. Z. Truesdel.

An effort is being made to unite the last named two into one union school. We hope the union may be effected, and would suggest that the *third* school be a party in the consolidation, for Flint ought to have one of the finest union schools in the state, with a central high school building, and ward buildings for the accommodation of the lower departments.

BIRMINGHAM.

Rev. S. N. Hill is principal of the school of this place. We welcome him back to the profession, and wish him success, as he did us twelve years since, when he handed us our first certificate to teach. W.

DECATUR.

We celebrated Washington's birthday by taking our assistants and calling upon Principal C. F. R. Bellows and his school. We took him and his co-laborers by surprise, but found them toiling on in the true road to success in a manner that does them great credit. This school has been in operation but little more than a year, yet we noticed proficiency and thoroughness, of which its patrons ought to be proud.

Mr. Bellows is assisted by Misses Anna Abrams and Gertrude Ward in the higher department. Miss Lottie A. Hills, late graduate of the Dowagiac union school, has charge of the intermediate department, and Miss H. A. Bacon has the primary.

Mr. Bellows and all his assistants are subscribers to the TEACHER, as is the director, Mr. Abbott. W.

—The Dowagiac school board have just contracted with Geo. Spencer for the building of their new ward school building. It is to be finished by August 20th, ready for use in the fall term of the school. It will be a very pretty two story building, with accommodations for 250 pupils, and will cost nearly $5,000 when complete.

NORMAL SCHOOL—EXAMINATION WEEK.

The examinations in the various studies began on Monday, March 5th. Classes in Arithmetic, Grammar, German, French, Geometry, and Latin Grammar were examined on Monday. On Tuesday were examined classes in Natural Philosophy, Elementary Geography,—which gave some fine maps on Mercator's projection,—German Advanced—the recitation being conducted in German language and reflecting credit upon the teacher, Prof. Bengel—Algebra, Geometry, Drawing, Geography C and Zenephon.

In the evening Pres. T. C. Abbott, of Agricultural college, lectured before the Normal Lyceum, on "*The Study of Words.*" The lecture was well attended and well received.

Wednesday.—The examinations closed to-day. Those of the 1st hour were in Virgil, a small class, but one which rendered and read well from this classic author, and Chemistry, a large class, attracting the larger share of the visitors, and giving proof of Prof. Mayhew's usual care in instruction.

These classes were followed by Prof. Carey's class in Cæsar, which construed and read readily the portions of the text assigned, and by the class in Intellectual Philosophy which embraced the senior class, they did credit to themselves and their instructor.

Prof. Pease's class of beginners in singing came next. The exercises of the hour were highly entertaining from variety, reading alternating with the singing, and from the merit the class had as beginners. At the close of the hour a quartette was sung, which was an appropriate closing of the exercises of the occasion. Among the visitors present were Pres. Haven and others from the University; Pres. Abbott, Supt. Hosford, and Messrs. Brown, Willets, and Baxter, of the Board of Education; Revs. Tyndel and Bates, of the Examining Committee, and Supt. Eastabrook, of the Ypsilanti public schools.

At the close of the session the students presented Miss Mary A. Rice, assistant teacher, with a handsome copy of Schiller, in both German and English, in four volumes. Prof. J. Goodison was the recipient of a beautiful watch and chain from the students. The senior class in meeting Prof. Mayhew for the last time as a class, gave him a very costly photograph album as a token of their esteem.

P. M.—The following is the report of the Secretary of the Normal Teachers' association, which met as per announcement:

NORMAL CHAPEL, March 7, 1866.

The association met at 3 o'clock P. M., and was called to order by the President, Prof. Carey.

The Sec. being absent Mr. J. Goodison was elected Sec. *pro. tem.* The minutes of last meeting were read.

The President, after a few introductory remarks, called the roll of graduates, when it was found that a majority were still engaged in teaching.

The association then listened to an essay by Miss M. A. Rice on the "Reflex Influence of Teaching."

C. L. Whitney, of Dowagiac followed with a paper on "School Statistics." The writer showed that a regular uniform plan of keeping school records was one of our greatest needs, and urged the duty of the Normal school and others to give instruction on this topic.

A committee consisting of Mr. J. Goodison, Mr. C. L. Whitney, and Miss M. Rice, was appointed to report upon the whereabouts and occupation of the graduates of the Normal School.

A motion was made and carried to elect officers by acclamation, when the following were unanimously chosen:

Pres., Prof. J. F. Carey; *1st Vice-Pres.*, L. C. Donaldson; *2nd Vice-Pres.*, W. W. Byington; *Sec'y*, Miss M. A. Rice; *Treas.*, Prof. E. L. Ripley.

Mr. Whitney presented to the association the subject of obtaining a portrait of Prof. A. S. Welch for the September number of THE MICHIGAN TEACHER. The proposition met the hearty approval of the members, and a majority responded in the shape of subscriptions.

The association adjourned to meet at 7½ P. M.

JOHN GOODISON, *Sec. pro. tem.*

At an early hour in the evening the chapel was filled by those who wished to hear Dr. Haven's address before the Normal Teachers' Association. The Dr. gave one of his best efforts in a sound, philosophical and instructive lecture on the "*Duties and Dangers of Educated Men.*" He first told who were educated men, and how they were so.

He enumerated as duties of educated men, to advocate scholarship, to exert their influence against the prevalent vices, to strengthen weak points, and to elevate the tastes and respectability of those around them. The dangers into which they fall are, they neglect to add to their stock in trade,—they become dogmatical and illiberal.

A wise and effective exhortation to teachers closed the lecture.

The very entertaining "Highland chorus" was then sung, and the association adjourned to meet in one year.

THURSDAY, March 8th.

Graduating Exercises.

At the appointed time every available seat in the Normal Hall was occupied, and many could not get seats and either stood or went away.

The exercises opened with the chorus, "*And the glory of the Lord,*" sung by the well-trained choir under the direction of Prof. Pease, assisted by Miss Bradbury, as pianist. After prayer by the Rev. Mr. Brigham, a second chorus, "*Awake the Harp,*" was sung. "*Fame a reality*" was the topic of Mr. V. P. Bayley, of Big Beaver, who handled his theme well, showing that truly famous men were so, more than in name. Fame is not a bubble when acquired by the earnest thinker, or by the teacher.

Marie A. Bills of Tecumseh, read an essay on "*Crystalized Common Sense,*" which she defined to be native good sense, with a thorough

education, and valuable in every day duties as well as in the higher walks of life. It is necessary to the true man. Miss B.'s effort was well read.

"*While getting gain,*" by Ellen Bishop, of Burns, was a short but well written article, in which she proved that man in the present age is not the happiest when getting gain; was in favor of more holidays, a national need.

In "*Othello's occupation's gone,*" Anna P. Ruckman, Saline, showed man to be happiest when employed. Men are happier when toiling for a competency than after they have gained it. It was well written and read.

Mr. A. C. Nichols of Charlotte, gave an excellent address upon "*Materialism,*" pointing out the differences between mind and matter, proving the one to be distinct from the other. Mr. N. is a student of Wayland, it is judged.

A sweet and entertaining quartette and chorus, "*Come, gentle spring,*" was the next on the programme.

"*Boots and Wings*" was a vision of the phases of human life, read by Miss Matilda S. Brown, of Walled Lake. All must be active, earnest workers, with "boots for the pavement but wings for the azure."

Nellie S. Creelman, of Ypsilanti, now read her "*Algebraic speech,*" in which she showed that we had formulas of thought and of speech, as well as Algebraic formulas; there are two kinds of formulas in speech, used by three classes of intellect. "A *little* learning is a dangerous thing" at least, in the acquisition of grammar, was clearly shown. A well written and read article with many good points.

The well arranged essay of Helen F. Williams, Webster, on "*Misdirected enthusiasm,*" was clearly and distinctly read. The essayist thought that the great and true men of the world were not enthusiasts. She criticized Napoleon, and many actors of the past four years of our own history, and paid a tribute to the lamented Lincoln.

"*Yes and No,*" was a poetic effort by Miss Josephine Young, of Dansville. The merit this piece had would have been more apparent, the force of its humor and good sense greater, and its effect better, if it had been written in good prose. The writer showed the power of these little words to give joy or sorrow to the heart, to encourage right and check wrong; that short words in general are best to express truth. It was well read and well received.

The "*Right of Suffrage*" was the theme of P. S. Green, Ann Arbor, in which he showed that the laws of man do not always harmonize with the laws of God, and that universal suffrage was necessary

to universal freedom. This effort was a radical, but bold and fearless speech, well written and spoken.

An anthem, "*Lift up your Heads, O ye Gates,*" was finely sung.

"*Castles.*"—Anna P. Edwards, Adrian. The writer alluded to the material castles of the past, now passing to decay, and drew a useful lesson from them. The building of air-castles is to be enjoyed by all who desire it, and the practice is not wholly without good. Miss Edwards' style was clear and impressive, and her paper was well received by the audience.

Addie S. Goucher, of Marshall, read an essay on "*Republican Literature,*" giving but a few minutes' time to a subject that should have occupied an hour for its discussion. The writer argued that literature advances as man advances, that it will be pure and noble as man is so. Talent is best developed in stormy times, such times bring out modest talent, and high-toned literature comes with stirring times. The general literature of the day was shown to be advancing by the increased call for the standard writers, of which our own land, young as it is, furnishes its share, and of those which equal in purity and beauty those of Eastern origin. A good article.

The folly of the habit of riding "*Hobbies*" was well shown by D. E. Wilbur, of Birmingham. Many ride without noting the beast they bestride. The varieties of the practice were each well shown, no profession being wholly without it, and is quite prevalent among educators. The teacher given to hobby-riding will produce much harm, not only to the present, but to succeeding generations. The enthusiasm of hobby-riders is the only redeeming trait they have. The speaker made many good points, and he was applauded heartily.

Very appropriate "*Words for the Hour*" were read by M. Estelle Hewitt, Hudson. She noticed briefly the course and duties of teachers whose ranks the class were about to enter. Spoke of the recollections of the parting scenes here. There was much feeling and merit in the production.

"*Eve's Sin,*" by Sarah M. Smith, Plymouth, was a very adroit excuse for that sin. The writer thought that sin magnified; that Eve was led to it by a desire for knowledge; that Adam sinned, because it would not do for woman to have knowledge he did not. Owing to the weak voice of the reader, her effort was not distinctly heard.

A prophetic song and chorus, "*It will be Summer Time, by-and-by,*" enlivened and rested the hearers.

Carrie Bills, Tecumseh, read an excellent production on "*Man's Attainments,*" showing what man has done in the past, and that he can make circumstances aid him, and not be controlled by them.

What we are, depends principally on ourselves. The article was well and clearly read, and possessed much of sound thought.

Augusta D. Hall, of Clinton, read a well written article, entitled "*Tower of Babel.*" Too many build similar towers in the present, as of Popularity, Fashion, &c., which are of no real value, and many build towers as extravagant as that of Babel, and like that, are never finished, for God causes their work to stop and their structure to crumble, were the main thoughts of the essay.

Mary L. Bassett, of Novi, gave "*Optical Illusions,*" in which she spoke of the great variety of impressions received by different persons looking at the same thing, as though they looked through different glasses. Said we are apt to be biased in our opinion of others. This essay was well written and clearly read.

"*Popular Literature and Amusements,*" Juliette Bradbury, Albion, was a well written article in the defense of our public amusements, some of which are not countenanced by all. The lower classes must have them, as they could not appreciate the better ones. We can't teach men what they cannot learn. We are easiest taught by those just above us. It requires more talent to write good fiction than history—were some of the points.

"*Value of True Principles,*" E. N. Lathers, East Nankin, was a thoroughly prepared effort, asserting that truth is the foundation of success, and although men of principle are targets in the world, yet they finally succeed. Truth will prevail, and all who build on her will have a sure foundation. The speaker lacked a little in delivery.

A trio and chorus, "*See, the Conquering Hero Comes,*" which was well sung, added to the interest of the occasion, and was followed by a forcibly delivered effort by O. Pierce, Redford, entitled "*Belief in a Diety Innate.*" The speaker showed all to be worshippers. We reach the lowest rational intelligence when there ceases to be a spirit of devotion to some higher power. When men had limited ideas of earth and the solar system, they had a limited idea of God; but with an extended idea of things within their reach, they have an enlarged idea of God and His attributes.

"*Compensation,*" Amanda C. Wall, Sandstone. The essayist thought equilibrium a law of Nature, seen in all her many works, in the storm, the volcanic eruption, and the earthquake. For everything given there must be something required. Whatever is bought must be paid for. The law of compensation is seen not only in philosophy but in social life. The deformed and diseased are compensated for their loss of comfort and privileges. What is the compensation of the Teacher to be? The school room will receive in Miss Wall a valuable teacher, well developed, mentally and physically,

"*Little Boats*," Anna West, Ypsilanti. The writer thought all were not alike fitted for action. Some had talents for one thing, some for another, and there is something that each one of us can do and do well. On what sea shall I sail my bark? What kind of a boat have I? Is it large or small? Shall I keep near the shore, or is my boat strong enough to buffet with the waves of mid ocean? were important queries. No man should enter a profession he is not fitted for, and that he cannot honor! In educational matters, ought the little boats to keep near the shore. This production was one of much merit, and the thoughts it contained would bear repeating.

"*Our School Houses*," was the last on the programme, by L. C. Donaldson, New Hudson. The impressions of childhood are the most lasting, for they are made when the mind is tender. The surroundings of childhood ought to be pleasant, attractive, elevating. The speaker then drew a vivid picture of the school house by the Pike without ornament, without a tree to shade it, its inside all cut and marked. A striking picture of too many of our school houses at present, wherein the pliable child is to receive his first lesson. Patrons and school boards should better know their duties in this direction and perform them wisely. This effort was a fine one, and upon a topic that should interest all teachers. It was the only professional theme presented. Many touched a little upon the teacher's life and duties, but it would have seemed far more appropriate on such an occasion to have had some of the many topics belonging to the profession discussed by those whose studies have prepared them to enter the Teachers' vocation.

After the chorus "*Victoria, Victoria*," Prof. D. P. Mayhew conferred the degrees upon the class. In a few very appropriate and well chosen remarks, he warned the class of the trials and dangers they would have to meet, of the discouragements they would receive, and, if they succeeded, of the reward they would obtain. He exhorted them to teach their pupils to be truthful, just, generous, reliable and patriotic—that they may grow up into the beauty and perfection of well developed manhood. He appealed to them to continue faithful, not to forsake the educational field for one more tempting, as some of former classes had done. He heartily welcomed them to the teachers' ranks, and bade them God speed in the good work.

The benediction was then pronounced, and another annual commencement of the Normal School was on the roll of the past.

Now came congratulations and leave-takings between old friends, teachers and students, such as Normals well know how to appreciate.

MATTERS ABROAD.

AMERICAN.

A TEACHER KILLED BY HIS PUPILS.

From the Indiana *School Journal* we learn the particulars of the murder of Mr. Pierce, principal of the St. Omar public school. On Friday, February 2d, William Favors, a pupil in the primary department, was reproved by Mr. Pierce for some fault. In the afternoon he and his two brothers brought rocks and clubs and secreted them in their desks, swearing vengeance upon the teacher should he attempt to correct any one of them. For this outrage Mr. Pierce required that young Favors should acknowledge to the school that he had done wrong, or that his father should punish him or he would.

Mr. Favors took his boys from school, but on Wednesday, the 7th, they returned, and their father with them, who hung around the house for an hour. Mr. Pierce sent for William to come to his room, but he refused. Mr. Pierce then went to the room where the boys were sitting, and attempted to chastise him. The boy resisted with all his might, and a melee ensued in which Harvey Favors, aged seventeen, struck Mr. Pierce on the right side of the head with a stick of wood weighing fourteen pounds. The right side of the skull was literally smashed, and Mr. Pierce died in five hours. The murderer went home and told his mother he "had settled it."

—The National Teachers' Association will hold its next meeting at Indianapolis, commencing on the 15th of August. This announcement is made now in order that the various State Teachers' Associations can fix their time of meeting with reference to it. Full programmes will be published in due time. J. P. WICKERSHAM,

Pres. National Teachers' Association.

A PLUCKY SCHOOL-MA'AM.

Miss Emily Batchelder, teacher of a school in Orange, Vt., yielding to a disagreeable necessity, and being assisted by a loyal boy, punished a large and unruly scholar, who defied her authority and attempted to create a rebellion. The punishment was so severe that the culprit begged for mercy. His father prosecuted the teacher; but when the case came to trial, it was found impossible to get a jury, every man called upon declaring that he had "formed an opinion" that the rebellious boy "wasn't licked half enough." The suit was withdrawn, when a collection was taken up, which paid all the expenses to which Miss Batchelder had been subjected, and presented her, in behalf of

the ladies of the district, with a set of solid silver table-spoons and butter-knife, indicating that the district were hearty and true in the support of a teacher who had fearlessly done her duty.

— The *Herald*, published at Maury county, Miss., avers that "the direct tendency of common schools is to weaken the ties and lesson the influence of the family," and, as a natural consequence, it adds, "we do not want free schools." The fact that all over the south the freedmen are submitting to every manner of privation that they may acquire the rudiments of education, at least suggests, that in the matter of intelligence, the blacks will be likely to hold their own at least, in the future.

— An immense church and college edifice is to be erected in the town of St. Meinrad, Spencer county, Ind., by the Roman Catholics. The building is to have a front of 320 feet, with two wings, each 180 feet in depth. It is to be of freestone, a beautiful and very fine quality of which is abundant in the vicinity of the town. Work will be begun as soon as the weather becomes favorable. The building will be three stories high, with a half-story attic. This will be the largest church and collegiate edifice in Indiana.

— A bill for the education of freedmen has been introduced into the legislature of Florida. It proposes to tax the freedmen themselves to the amount required, the sum to be paid into the state treasury, to be disbursed by the state and county officers. The governor indorsed the plan.

— Many of the presidents and professors in our leading colleges have united in a memorial looking to the adoption, by this country, of the decimal system of weights and measures now current in France, Holland, Belgium, Spain, Italy, and some other countries. They propose to begin by having it explained and analyzed in all our arithmetics.

— Prof. Morey, of the Northwestern University, at Evanston, Ill., will visit Montana during the coming summer, that he may be the better able to instruct his classes in reference to the topography and the agricultural and mineral resources of the central portions of the continent.

— The trustees of Union College, at a meeting at Albany on Thursday, elected Rev. Lawrence P. Hickok president of the institution. Dr. Hickok has acted as vice-president of the college since 1849. During the latter years of Dr. Nott's life he was acting as president.

— Prof. Charles F. Childs, principal of the St. Louis High school, died on the 15th inst. He was a native of Steuben county, N. Y., and

a graduate of Antioch College, while it was under the presidency of Horace Mann.

— Prof. Hough, of the Dudley Observatory, speaking of the comparative changes of the barometer and thermometer during the cold snap of last month, says that in January the barometer obtained the greatest elevation ever known in the United States.

— A memorial tablet to the scholars of the Racine, Wis., High school, who fell fighting for their country during the late war, was placed in the school-room of the school, with appropriate ceremony, on the 23d ult.

— Rev. N. O. Preston, a prominent educator of Kansas, and founder of the Topeka Female Seminary, died suddenly while teaching his class in the Kansas Agricultural College, an Manhattan, on Thursday last.

— A daughter of the late Hon. W. P. Mangum, formerly United States senator from North Carolina, is teaching school in Orange county in that state.

— The dwelling and school of L. D. Ferrandez. at Santa Clara, Cal., was destroyed by fire. One of his sons perished, and Mrs. Ferrandez was burnt beyond recovery. Three children were also more or less burned.

— The Latin professorship at Princeton College, vacated by the death of Prof. Giger, has been filled by Prof. Charles E. Aiken, of Dartmouth.

— The Cincinnati Young Men's Mercantile Library Association have decided to build a monster building, for library purposes, with a hall and library rooms above, and stores below, at a cost of $200,000.

— Dr. Stephen G. Hubbard, one of the professors in the Yale Medical College, has gone to Europe to visit the principal hospitals in England and on the continent.

— Rev. Samuel C. Bartlett, of Chicago, has been elected president of the University of Vermont and State Agricultural College at Burlington.

— Brown University has 175 students, 84 of whom are professors of religion. One conversion has been made during the past year, and 45 students are preparing for the ministry.

— President Stearns, of Amherst College, arrived home from Europe on January 30th, and was most enthusiastically received by the students.

— Prof. Clum, of Rochester, tho inventor of the Aelloscope, or storm viewer, is in England, and one of his instruments has been placed in the Greenwich Observatory.

— The father of Alice and Phœbe Carey died on Sunday at Cincinnati, at the age of 80 years.

— Two of the Normal schools in Wisconsin have been located at Whitewater and Platteville. The third is not yet located.

— It is proposed to build a branch Normal and training school at Syracuse N. Y.

— There are 200 pupils — 160 boys and 40 girls — at the State Reform School at Providence, R. I.

— Charles Northend, late editor of the Connecticut *School Journal*, has gone into the life insurance business.

FOREIGN.

THE FRENCH EXHIBITION OF 1867.

The Paris correspondent of the New York *Evening Post*, in a recent letter, says: "The Superintendent of Public Instruction of France has proposed a grand exhibition of the different modes of education as used by all nations, and also an exposition of such education as is evinced in their scientific progress. The most prominent men in science and history have been appointed upon the several committees of the examination, and France intends to do herself justice. In all matters of preliminary education, and that of all classes, we may certainly make a strong show; and there is so much of practical use in our school apparatus, furniture and buildings, that I trust they may be fairly represented."

EDUCATION IN POLAND.

Regulations have been issued by the Russian government for the introduction of a new system of public instruction in the kingdom of Poland. The language used in the different schools as a medium of instruction will be that of a majority of the inhabitants of the district, whether Poland, Russian, German, or Lutheran. Spiritual instruction will be imparted by the secular clergy of the different religious persuasions, and the Polish language, as well as the history of Poland, together with the Russian language and history, will be taught in all the schools of the kingdom. Female education is to be taken out of the hands of the clergy, and normal schools will be established with teachers of both sexes. To secure the strict observance of these regulations a board of directors has been instituted, which will superintend the establishments, and see that order is preserved, and that every effort is made to secure the progress of the public.

AMERICAN COLLEGE IN CHINA.

A proposition is coming before Congress for the establishment of an American college in China out of the commercial fees accruing there, of which a sum of nearly $200,000 is already accumulated. The students are to be educated in Chinese laws and customs, so as to be fitted for business there. Our trade with China is yearly on the increase, is second only to that of Great Britain, and in certain localities exceeds it. It is usually a very profitable trade, and it is important that it should be carried on upon our part in a way most advantageous to this country.

— The sculptor Gibson bequeathed to the Royal Academy in England all his works and models not sold at the time of his death; the first cast of Venus de Medicis, which was sent to Canova to be executed in marble, and which, when executed, was to replace the noble statue carried of to Paris; and in addition, the sum of £32,000.

— Mr. H. Y. Thompson, an English gentleman of means and culture, is providing funds for a professor's chair at Old Cambridge University, from which shall emanate regular lectures on America, *by an American*. A step forward, certainly.

— George Sand was recently invited to deliver a lecture in Paris, and at first accepted. Subsequently, however, she begged to be excused, stating that she had never been able to overcome a natural diffidence in speaking to a number of persons at one time, even in a drawing-room.

— Beethoven, when young, was so poor that he never went out for a walk except at night, on account of his appearance. His only oratorio and opera were composed in the thickest part of the wood in the park of Schonbrun.

— It is rumored that Goldwin Smith will soon resign his position as Regius Professor of Modern History in the University of Oxford.

— Sir Edwin Landseer has declined the presidency of the Royal Academy. He cannot spare the time from his work on the lions for the Nelson monument, on which he has been engaged for the last twenty years.

— A school of architecture has been opened at Moscow as a branch of the school for painting and sculpture in that city.

— Recent census returns show that there are 18,118 female idiots in the asylums of France. How many out?

— Every year the number who flock to the schools and colleges, and aspire to university honors, increase in India, and especially in Bengal.

— Oxford University, in England, has at last fallen a victim to modern innovation. A ladies' class has, amid much opposition, been established.

LITERARY INTELLIGENCE.

BOOK NOTICES.

WARREN'S GEOGRAPHICAL CHARTS. J. B. Cowperthwait: Philadelphia.

The charts included in this series form two distinct groups. In the one are comprised a number of maps on Mercator's Projection, illustrating the general geographical features of the earth, its zones of climate, vegetation, animal life, etc These are uniformly well worked out, and cannot fail to prove a valuable aid in geographical instruction. The other group consists of a double set of maps representing the grand divisions and the United States. In one set the maps represent the relief of the earth's surface. The highlands and lowlands are given, the former by a brown, the latter by a green tint. The relative contour of these forms is worked out with conscientious care, and this feature of the charts merits great praise. But when the author comes to represent the mountain forms of the earth he adopts a symbolical mode of delineation, which fails utterly to awaken the corsesponding concept. The symbolical mode of mountain-drawing may, under certain circumstances, be admissible, even desirable, in a hand map, but it is entirely out of place in a wall map. And even when that method is justifiable, the simple broken line, thickening as the height of the range increases, which is employed in the atlasses of Johnston and Berghaus, and in Colton's school atlas, is much to be preferred.

In the remaining maps we have the outlines of the divisions only, accompanied by triangulations as an aid to map drawing. This system of map drawing then belongs to the so-called constructive method — a method which employs geometrical figures as a means of facilitating the representation of geographical forms. Undoubtedly among the countless methods that have been proposed, triangulation on the plan of these charts, or on the, in many respects, simpler one of Prof. Cartee is much the best. Triangles can be so arranged as to express, in some degree, the characteristic forms of countries; although, in many cases,— the map of Europe for instance,— the author's choice of points is not a happy one, and the figure employed on the map of France—a circle enclosing a pentagon — is arbitrary and a direct violation of the spirit of the system. But whatever may be the superiority of triangulation in comparison with other systems, a faithful and impartial trial of many plans has convinced us that neither this nor any other constructive method fulfils the requirements of a good system of map drawing. And this experience is confirmed by that of

eminent European teachers who have carefully tested these plans. Such eminent names as Liechtenstern, Lüdde, Viehoff, Zeune, are opposers of the constructive method.

The author remarks that this system is "a substitute for the old, unsatisfactory method of copying by the aid of parallels and meridians," and that the power of "ready and off-hand drawing, without the use of copy, can never be acquired by the use of parallels and meridians." But *copying* is certainly not a necessary accompaniment of the use of parallels and meridians, and it is surely quite as possible to practice it in connection with triangulation. As to the other assertion, it is unsupported by experience. Not only can the power of off-hand drawing be acquired by the use of meridians and parallels, but a great saving of time is also effected, and growing, as it does, out of the nature of the subject, its associations are renewed each time that the pupil looks at a map, and thus the knowledge acquired receives confirmation far beyond the reach of the constructive method. J. G.

YPSILANTI, February, 1866.

SPENCERIAN KEY TO PRACTICAL PENMANSHIP. *By H. C. Spencer.* New York: Ivison, Phinney, Blakeman & Co., 1866. pp. 176.

This is one of the finest specimens of typography and binding that we have recently seen; but, besides these excellencies, this book possesses intrinsic merits which deserve special commendation. In no department of education has there been more marked improvement within a few years than in Penmanship. This art has been reduced to a complete system, and is now studied as other branches of education are, systematically and thoroughly. There are now different systems of Penmanship, just as there are different orders of architecture, and each one no doubt has its peculiar excellencies. They all aim at the beautiful in form, and must therefore differ according to individual tastes, yet all must conform to the laws of utility.

Of all the different systems of Penmanship, the Spencerian combines simplicity, beauty, and utility to a greater extent than any other; and the book before us contains a complete exposition of the principles involved in this art, with minute directions for teachers.

We have never seen so great proficiency in writing as in a school where the exercises were conducted with a perfect system. All the books were opened at the same instant, and each pupil wrote the same number of lines from the same copy. All the details of the exercise were performed with strict uniformity, and the results were admirable. Did teachers know how to conduct the writing classes in this systematic manner there would soon be a generation of good penmen. This

book is designed to be a guide in these matters, and is admirably adapted to its purpose. We advise every teacher of Penmanship to study it.

A HAND BOOK OF LATIN POETRY. *By J. H. Hanson and W. J. Rolfe.* Boston: Crosby & Ainsworth, 1865. pp. 776.

This work contains selections from Ovid, Virgil and Horace, accompanied with notes, explanatory, grammatical and critical. The design is to comprise in a single volume an amount of Latin Poetry necessary for a preparation for college, and at the same time to render the pupil's progress pleasant and thorough by means of suitable notes. The selections have been made with good taste, and are certainly extensive enough.

It has seemed to us that it is a great mistake to require so extensive a course of reading in the classics as a preparation for college. Its tendency is to produce superficial scholarship. The great value of the ancient languages as an element in education can be realized only by their critical study and the thorough understanding and appreciation of their subject matter. Now the critical study of the four orations against Cataline would require more time than is usually given to the whole preparatory course in Latin prose. Our University has become so popular that it has been found necessary to raise the standard for admission, in order to put a wholesome check upon the number of students who present themselves for examination. This is as it should be. But why not raise the standard in *quality* instead of *quantity?*

The notes in this work are remarkably well done. At first they are chiefly grammatical; but as the pupil becomes familiar with the forms of words and the principles of construction, the way is opened for a thorough study of the language by means of critical and explanatory notes. The authors do not claim any special originality in this matter, but they have certainly showed good taste and wide discrimination in the use of materials drawn from different commentators.

A LATIN READER. *By Albert Harkness.* New York: Appleton & Co, 1866. pp. 212.

This Reader has been prepared with reference to teachers who prefer to begin the study of Latin by means of a formal grammar of the language instead of the Ollendorfian method. It is arranged to accompany the author's Latin grammar which is now going into general use. Part First contains a progressive series of exercises designed to make the pupil familiar with each paradigm and rule of grammar. Part Second comprises Fables, Anecdotes, and portions of Roman and Grecian history. The student is here brought to the real work of reading

connected discourse. Besides the grammatical references, there are judicious, explanatory notes, so that a person of ordinary ability would find no serious difficulty in his progress through the book. A very valuable feature of this work is "Suggestions to the Learner," in which the process of translation is clearly illustrated. So far as we are able to judge, without actual use in the class-room, this is a work of real merit, and we commend it to the notice of those engaged in teaching Latin, and especially to those who prefer the old method of instruction.

CONCERNING BOOKS AND PERIODICALS.

OLD BOOKS IN THE STATE UNIVERSITY LIBRARY.

In the library of the University of Michigan are the following: 1. A folio volume of Sermons of St. Bernard, in Latin, printed at Basle, in Switzerland, in 1495. This book is 36 years older than Mr. White's, and is in a good state of preservation. It seems to have belonged once to the library of the Franciscan monastery at Glogan, in Silesia. It was presented to the University library by Hon. J. V. Campbell, of Detroit.

2. A small 4to. in Latin of the venerable Bede (*de temporibus*, etc.,) printed at Venice in 1509, 22 years earlier than Mr. White's book. With this is bound also a little work of Publius Victor, naming the streets, the public walks and objects of interest in the city of Rome, and assigning their locations.

3. A copy of Terrence, in a good state of preservation, printed at Cologne in 1555.

The University Library has quite a number of books within the century following. How many older books there may be in the United States than these, I do not of course know. Printing was invented about 1442, and was in considerable use within twenty years of that time. I shall not, therefore, take it upon me to say that there may not be books in the United States from 30 to 40 years older than the oldest. It is possible, though not very probable.

UNIVERSITY OF MICHIGAN, Feb. 27, 1866. A. T. B.

—J. B. Lippincott & Co., have imported Mr. Smile's new work, the "Lives of Boulton and Watt, comprising also, a history of the invention and introduction of the Steam Engine," an 8vo. volume, beautifully printed, and containing a number of finely engraved wood cuts, besides steel plate likenesses of both the celebrated worthies whose lives are given.

—Mr. Herbert Spencer announces in London, that as the circulation of the serial numbers of his "System of Philosophy" is insufficient to save him from loss he contemplates discontinuing them, and abandoning the further execution of his scheme after the completion of the present volume.

—The subject of an international copyright has been brought before Congress through the agency of the editors of the *Round Table*. The petition they are armed with is signed by some 50 well-known authors, besides several publishers.

The utility of Mr. Wheeler's "Dictionary of Noted Names of Fiction," has been recognized abroad, by its publication in the well-known series, "Bohn's Standard Library."

—Lady Trevelyan, Lord Macaulay's sister, has just prepared an excellent uniform, and complete library edition of Macaulay's works, which will be issued by Longmans, London.

—Little, Brown & Co., Boston have now ready vol. 2 of "The History of the Life and Times of James Madison," by the Hon. Wm. C. Rives.

—The latest educational work is "Principles of Education," by Miss Sewell, published by Appleton & Co. It will be noticed in our next number.

—The *London Quarterly*, *Edinburgh Review*, *Westminster Review*, *North British Review*, and *Blackwood's Magazine* would cost if imported above $50, while the Reprints can be obtained of Leonard, Scott & Co., for $15.

The Sunday School Teacher, published by Adams, Blackmer and Lyon, Chicago, is obtaining an extensive circulation. It is a journal of great value, and should be introduced into every Sabbath School in our land.

—*The Atlantic* for March contains a very interesting article entitled the "Amazonian Pic-nic." It is the first of a series written by Mrs. Agassiz, who accompanied Prof. Agassiz on his scientific expedition to Brazil.

The present actual income of the Archbishop of Canterbury is £15,000; of the Archbishop of York, £10,000; the Bishop of Durham, £8,000; of Ely, £5,500; of Bath and Wells, £6,000; of Oxford, £5,000; of Rochester, £5,000; of Salisbury, £5,000; of Worcester, £5,000; of Litchfield, £4,500; of Peterborough, £4,500; of Ripon, £4,500; of St. David's, £4,500; of Chester, £4,500; of Chicester, £4,200; of Hereford, £4,200; of Llandaff, £4,200; of Manchester, £4,200; of St. Asaph, £4,200.

EDITORIAL NOTES.

OUR June number will contain a fine steel engraving of Hon. John M. Gregory, LL.D., with a sketch of his life and public services prepared expressly for THE TEACHER by Rev. E. O. Haven, LL.D., President of the University.

The "Dialogue on Education," besides embodying much more philosophy, will be found valuable for entertainments and exhibitions.

—A second article on Dr. Wayland will be prepared by Mr. Gregory, and will appear in a future number.

— We invite attention to the Secretary's Report of the late meeting of Superintendents held at Washington. We should hesitate to insert an article of this length, were it not of such interest and value, and had not its publication in THE TEACHER been requested by vote of the Association.

"Phonic Reading" will appear next No.; also, "Life and Services of Dr. Nott,"—both of which have been crowded out of this No.

Persons who have received the "*Chicago Medical Journal*," with cover of the last No. of *The Teacher*, will confer a favor by returning them to us. The fault was the binder's.

—It will be noticed the subscription price of THE TEACHER will hereafter be $1.50.

THEY (the clergy) are reformers, I admit; but in regard to anything that grows, one right *former* will accomplish more than a thousand *re*formers.—*Mann.*

THE ideal of education is to tame men without lessening their vivacity, their gayety, their heartiness; to unite in them the freedom, the dignity, the prowess of a Tecumseh, with the serviceable qualities of the civilized man. This happy union is said to be sometimes produced in the pupils of the great public schools of England, who are savages on the play ground and gentlemen in the school room.

THE young mother seems to think she has done her whole duty to her child when she has christened it George Washington Lafayette, or Evelina Henrietta Augusta; but she consults neither book nor friend to know by what hallowed words of council or of impulse she can baptize it into a life of wisdom and of holiness.—*Horace Mann.*

"I can manufacture any amount of public opinion," said a plausible scoundrel, who was making a whole village unhappy by his vile and slanderous insinuations!

THE

MICHIGAN TEACHER.

VOL. I. NILES, MAY, 1866. No. 5

DR. NOTT.

BY J. M. GREGORY, LL.D.

THIS Nestor of American teachers is dead. He has ended his long career of eminent usefulness, and almost unparalleled influence over the destinies of his fellow men. It is a remarkable coincidence that Dr. Nott and two of his most distinguished pupils, and for some time associate teachers, Dr. Wayland and Dr. Potter, should have fallen in the same year. Within a few weeks of each other these three great men, knit in life-long friendship, and united in common labors, went from the scene of their earthly toil and triumphs to be reunited in the presence of that Savior, whom they all so devotedly loved and so faithfully served. Wayland and Potter, the pupils, ripe in years and full of honors, only a little preceded the more venerable and venerated teacher. The regret for their loss is mitigated by the reflection that each one had so well finished the great work he had to do, and each has left the world enriched with the noble and priceless legacy of a great and pure life achieved amid the manifold evils and infirmities of our earthly state.

The career, like the character of Eliphalet Nott, was singularly eminent. Without the benefit of a collegiate education, he yet, by perseverance, ripened his naturally acute intellect and brilliant genius to a pitch of cultivated power rarely attained even in the best college. I will not apply to him the insignificant epithet, "self-made," so often used of men educated outside of schools, for I hold that all true scholars are "self-made," schools and colleges being but better facilities by which earnest students *make themselves*. God gave young Nott splendid talents, and by diligent use of them he gained yet other talents — rare eloquence, wide information, great practical power over

men and society. But the best of all his talents, and that which contributed most to his success, as it does to every one's who possesses it, was his hearty and earnest desire to be useful,—to do good on earth and to glorify God.

At the close of a long summer's day, in 1795, Rev. Eliphalet Nott, then about twenty-one years of age, reined up his horse on the brow of a hill which overlooked the little village of Cherry Valley, in Schoharie county, N. Y. He gazed long and earnestly down upon the beautiful valley which was to be the scene of his future labors. He was welcomed by the expectant people of this then frontier settlement with great gladness, and began his work as pastor of the infant Presbyterian church of the place. Counting, with a true christian instinct, that religion and education should go hand in hand—that intelligence is conducive to faith, and that a regenerated heart will find most friendly aid from a cultivated intellect—the young preacher set himself to work to procure the erection of an academy, and, entering it as principal, he began the career which has made his name famous for all time. He remained for several years at his post, preaching and teaching; each calling doubtless contributing to the success of the other, and both helping to give roundness and completeness to a character which might otherwise have dwindled into that of the old-time pedagogue, or dried into that of the mere sectarian sermonizer. His earnest and stirring eloquence, in due time, procured him a call from Albany, the state capital, and for several years he filled a pulpit in that city. It was here, in a sermon on the death of Hamilton, he lifted up that eloquent protest against duelling, which has passed into literature as one of the great master-pieces of pulpit eloquence, and which did no slight service in helping to banish a most barbarous custom from our northern land.

In 1804, Dr. Nott was elected to the presidency of Union College, an institution then struggling with the difficulties incident to the infancy of all colleges, and especially to such as are situated, as this was, in a new and sparsely peopled region. It would occupy too much space to attempt to relate the measures by which the new president met and conquered the difficulties of his position. The wisdom and success of his plans are manifest in the high position now held by "old Union," regal in wealth, and of world-wide renown, and in that nobler roll of more than four thousand Alumni whose diplomas bear the honored name of Nott.

There was in him an eminent practical talent which, if applied to other pursuits, would have made him a great statesman, or a very prince of commerce and business. And this talent he brought to the

service of the college. Appealing to the legislature, he obtained a grant of funds to be realized by lotteries, then counted right and legal. Union College lotteries, under his management, became famous, and the college was enriched. Every where his plans succeeded. New buildings were reared, cabinets and libraries were gathered, and the college rapidly rose to the first rank, among the institutions of the country. Nor did the president's private fortunes fail. By lucrative patents,—the products of a genius for mechanics,—by skilful investments, and by sagacious enterprises, he amassed so great private wealth that an unjust suspicion was aroused against the integrity of his management of the college finances. From these suspicions he was triumphantly vindicated, and his accusers were ashamed of their charges, when, on the fiftieth anniversary of his presidency, he laid upon the altars of the college, as his private gift, the munificent donation of six hundred thousand dollars. The world still wonders at the rare capacity which could add to the triumphs of oratory and of education, a business achievement so substantial and magnificent.

Of Dr. Nott's work as an educator, I may be pardoned, if I speak with the partiality of an old pupil. For who that ever sat as a learner under the inspiring influence of that venerable presence, can forget the rich array of facts and of brilliant thoughts by which every lesson was illustrated and made luminous, the vivid but varied manner in which the prompt and probing questions were passed, the rich roll of that magnificent voice, or the electric power of those eloquent appeals to the higher sentiments and the noblest aspirations of his pupils? Perhaps no teacher ever excelled him in this most valuable trait of a true educator, the power to kindle in the souls of the young high purposes and noble resolves. Not his was the fault if, in lower or more selfish natures, these purposes and resolves degenerated into the unholy and miserable forms of mere personal or political ambition. It is a sad, but unavoidable, accident of the teacher's work that the powers he helps to call forth, may be used for mean and malignant ends, and the aspirations he awakens may become selfish and worldly. The eminently earnest and practical character of the graduates of Union College has often been confessed, and the solid and substantial character of their education is sufficiently attested by the eminent positions of public trust and responsibility which so many of them have been called to fill. A regiment of the most eminent names in the land, statesmen, orators, college presidents and professors, authors, editors, and judges, could be marshalled to do honor to the memory of their great preceptor, whose death they now mourn as the death of a father.

But rich and rare as were President Nott's gift as an instructor, his chief power, as an educator, lay not in these. It was to his ability as a disciplinarian that the college owed much of its proud and peculiar fame. He was not simply a splendid policeman, watching with Argus-eyed vigilance for the slips of boyish sinners, and ready to visit, with relentless severity, every failure in duty. His discipline saved, reformed and inspired men. "We are treated like gentlemen, not like mere boys," was a common saying among his pupils; and they became gentlemen. He trusted them, and they repaid his trust with fidelity and honor. While other colleges were governed like penitentiaries, Union College was governed like a society of free men. Hundreds of young men, expelled with ignominy from other institutions, were brought by their sorrowing parents to Dr. Nott as the last resort, and under the magic influence of his discipline these young men were restored to manhood and to hope. His fame, and that of the college, sometimes suffered with unreflecting and ignorant men, who echoed the cry of "Botany Bay of colleges;" but hundreds of grateful parents gave thanks for the sons saved from sin and shame.

I cannot better close this sketch, nor offer a better proof of its justice, than by quoting from the eloquent words with which the venerable president greeted the thousands of his old pupils and friends who gathered around him, on the semi-centennial anniversary of the college in 1845. It was a scene for a painter's eye, when that great throng of educated men, thickly sprinkled with the gray heads of the brightest and greatest names in the nation, bent reverently before the surpassingly venerable form of their great teacher, and kindled afresh with the old boyish enthusiasm under the eloquent glance of that eagle eye, or melted to tears under the powerful pathos of that still glorious voice. "With the feelings of a parent bidding adieu to his sons entering on the world," said the Doctor, "I have long been familiar. Never before have I occupied the place of a father surrounded by his children and his children's children, whom, after a lapse of years, some unusual occasion had reassembled to give and receive the welcome salutation.

"My children, with me life is waning to its close. With you it is the bloom of youth, or perhaps the sear of manhood; a few only are beginning to trench on the confines of age. But all of us alike must soon die; and having but a single life to live, who would not live wisely, usefully, and so as to meet the final plaudit of his judge?

"Preceding generations bequeathed to us a noble inheritance; and shall we not add something to that inheritance, ere it be bequeathed to the generations who shall come after us? Though individuals die,

institutions live. By improving the character and extending the usefulness of such of these as are to be charged with the education of youth, we confer benefits that may extend to distant regions, and be enjoyed by following generations."

After a noble tribute to the Bible, the venerable orator continued "The assumption is as false as degrading, that we live only for ourselves. This is true of no man; especially of no educated man. You have not been distinguished by talents or privileges merely for your own sakes, but for the sake, also, of those in whose behalf these treasures of learning and influence have been committed to your trust. Educated men are stewards merely on a larger scale. They are signalized, that in them the ignorant may find instructors, and the defenceless defenders; that the profligate may be awed by their frown, and the country shielded by their virtue and their valor."

Eloquent words of impressive, and even, sublime beauty and power followed, and then, on the ears of that tearful and attentive throng, thrilled these closing utterances of noble christian philanthrophy: "Anxious for the welfare of those who shall live after us, to you, beloved pupils, who remain behind, we commit these objects; and we charge you, by the love of man, by the hope of heaven, to see that the poor have benefactors, the oppressed advocates, the Savior of sinners disciples, and the God of heaven worshippers, so long as you shall remain on the earth. More than this: not content with obeying God, and benefiting man yourselves, endeavor to impart to other minds the same high purpose, to be by them again imparted; that the institution in which you were educated may become the source and centre of an influence which shall continue to extend itself, till it reaches the extremities of the world, and descending down along the line of following generations, shall continue to bear upon the destinies of mankind till Christ's second coming. And should I, O triumphant hope! be so blessed as to enter those mansions of grace, prepared for the redeemed of all nations, see you, that the spirits of the dying, as they ascend up to join me, bring with them tidings of your faith, and patience, and labor of love. Let me hear, by every sainted messenger, by every returning angel, of something you have done, are doing, or are purposing to do, for the glory of God and the good of man. Yes — cause it to be known on earth, and told in heaven, that other Brainards have arisen to preach the gospel, other Hales to expound the law, other Howards to cheer the prisoner in his dungeon, and other Granville Sharps to raise their voice in behalf of the down trodden slaves; nor falter in your course, nor feel that your work, as redeemed and educated men, is done, until the reign of Messiah is established, pain

and sin banished from a renovated earth, and virtue and happiness rendered universal."

Venerable teacher, the noble and prophetic words of one of the greatest of thy pupils are fulfilled; himself having been called home just before thee to witness their fulfillment in heaven, while we remain to testify to their truthfulness on earth. "Heaven will account itself richer, as it opens its pearly gates to welcome thy approach; but when shall those who survive find anything left on earth that resembles thee?"

WHAT IS A PUBLIC SCHOOL SYSTEM?—NO. 3.

(CONTINUATION OF THE COMMON SCHOOL.)

C—PHYSICAL EDUCATION—GYMNASTICS.

THE aim of physical exercises is partly, flexibility of the members of the human body, (by which it is proposed to cultivate personal courage as well as graceful movement,) partly to accustom the pupil to order, subordination, and mental as well as physical endurance. Hence, those exercises only should be selected which are fit to secure this aim. Every kind of *show*, as well as useless daring, should be avoided.

After having stated *how much* of these branches should be included in the general plan of instruction of the citizen school, the question presents itself: "*What years of human life, and how many of them should be devoted to the acquirement of this material?*" The answer to both is given by the expressions, *qualification for instruction* as the *beginning*, and *emancipation from instruction* as the *end*. That is, as soon as the child is so far developed, physically and mentally, as to be fit for methodical instruction, it should receive it. And as soon as the pupil has strength and maturity enough to be his own leader, is capable of making a useful application of what he has learned, and is able to carry on his further improvement with good success and confidence, methodical instruction should be discontinued. The time for the beginning, as well as the end, is not the same in all men. But experience teaches that the sixth year may be considered as the beginning, and the eighteenth year as the end. Thus the citizen school claims, as necessary for the acquirement of that material which, according to its nature, is prescribed to it, a period of twelve years, namely: from six to eighteen.

If the natural progress of mental and physical development is not overlooked, this time divides itself into two periods, namely: from the

sixth to the twelfth year, and from the twelfth to the eighteenth year. The twelfth year is a natural turning point in the development of pupils in both sexes. The boy is then able to comprehend the truth more *profoundly*, and from a more *general* stand point. And the girl develops herself, after that time, more in accordance with the destination in life which is peculiar to her. For the sake of mastering the material of instruction easily, and in order to conform the method of instruction to the age of the pupil, and the material of instruction itself, it will be found necessary to again divide the period from the sixth to the twelfth year into two equal parts, namely: from the sixth to the ninth as an elementary, which systematically prepares for the middle classes from nine to twelve, of which the higher classes, from twelve to eighteen, form a natural continuation and conclusion.

The beginner's class—from six to nine—should be divided into a first grade from sixth to the seventh, and a second grade, with two classes, from the seventh to the ninth year. The middle school—from nine to twelve—will naturally have three classes. ONLY WHEN WE HAVE PUPILS OF THE SAME AGE, FORMING ONE CLASS, ARE WE ABLE TO TREAT THEM ACCORDING TO THEIR NATURES, AND TO PRESENT THE SUBJECT OF INSTRUCTION IN THE MANNER (METHOD) DEMANDED BY THE PECULIARITIES OF THE AGE. This is a law which should NEVER be violated. Concerning the higher citizen school—from the twelfth to the eighteenth year—we will speak afterwards, as another question needs to be answered before we proceed, namely: "*Would a sound philosophy of education (pedagogy) advise the coeducation of the sexes during the whole period from the sixth to the eighteenth year?*"

Much has been said in favor of, and against coëducation. Let us review, briefly, both sides of the question. In its favor it is urged,

1st. The aim of instruction is the same for both sexes.

2d. The mutual influence of the sexes may be good as well as bad.

3d. Every family teaches that not coëducation, but an over-cautious separation excites forbidden desires, and creates prurient images in the phantasies of the pupil.

Against coëducation:

1st. Difference in the natural abilities, and different development in the sexes, consequently

2d. A different treatment of each, as well as a different selection of material of instruction, and a different methodical treatment of it in either school.

3d. Coëducation makes the boy effeminate and the girl wild, which produces,

4th. Bad moral results.

It seems to us that the truth lies in the middle. Neither complete separation, nor entire coëducation is right. In all that is said against coeducation we find nothing strong enough to prove that both sexes might not be in the same school-room during the period from the sixth to the twelfth year. After that age we find the reasons in favor of coeducation *by no means* sufficient to justify it. In the highest classes of the citizen school a rational pedagogy demands, therefore, two parallel classes—one for boys and one for girls. Those two classes are demanded by the following considerations:

1st. The girl develops quicker than the boy.

2d. The girl needs, as she approaches the period of maturity, a more delicate, a more cautious, a milder treatment.

3d. A somewhat different selection of material of instruction is also justified by the fact, that the boy's destination in life is different from the girl's. The former needs more of that material which is calculated to develop a free, independent power of thinking, whilst the nature of the latter demands, in this period, that which educates more the emotion, imagination and good taste.

Now, concerning the parallel class for boys, we do not mean to say that it is necessary for the pupil to spend his whole time, from the twelfth to the eighteenth year, in the school-room. From the twelfth to the fifteenth year *twenty-four*, and from the fifteenth to the eighteenth year *twelve* hours weekly will suffice. The rest of the day should be devoted to learning a profession, etc., and to gymnastics. This coöperation of the school with the different vocations in life can but have a good result. The apprentice should not be taken away too soon from the systematic influence of the school, and forget the most part of what he has learned. The school, on the other hand, must in this period bring all branches of instruction into a practical relationship with life. In the gymnastic exercises for this period it should not be forgotten that the future citizen may be called upon to defend his country. Gymnastics is the only branch of education in which a separation of the sexes is necessary during the whole period of the school.

As regards the parallel classes for girls, it may be said briefly, their plan of instruction, their discipline, their method and material of instruction, the whole order of the school, ought to be in strict harmony with the girl's future destiny. Her destiny in life is the domestic circle. The family is the sphere of her future activity. *To become a good housewife, a tender mother, to care for her husband and children, and household in general in a reasonable, affectionate, self-sacrificing manner, is, or ought to be, her future glory.* May we be permitted to

define the destination in life of either sex by quoting a passage from Schiller's "*Lay of the Bell*":

"The husband must fight,
'Mid struggles and strife,
The battle of life;
Must plant and create,
Watch, snare, and debate,
Must venture, and stake
His fortune to make.
Then boundless in torrents comes pouring the gift;
The garners o'er flow with the costliest thrift;
The store-rooms increase, and the mansion expands,
Within it reigns
The prudent wife
The tender mother,
In wisdom's ways
Her house she sways,
Instructs the girls,
Controlleth the boys,
With diligent hands
She works and commands,
Increases the gains
And order maintains;
With treasures the sweet smelling wardrobe she stores,
And busily over the spinning wheel pores;
She hoards in the bright, polished presses, till full,
The snowy-white linen, the sparkling wool,
The bright and the showy to good she disposes,
And never reposes."

As the future sphere of action for the girl is narrower than that of the boy, her knowledge needs not to have the same extent. The parallel classes for girls may therefore be closed at the sixteenth year. This may be done the more, since the girl develops, mentally and physically, more rapidly than the boy. The girl, too, need not spend the whole of her time, from the twelfth to the sixteenth year in the school-room. From the twelfth to the fourteenth year twenty-four, and from the fourteenth to the sixteenth year twelve hours weekly may suffice. The rest of the time should be spent in acquiring skill and readiness in those branches *which ought to be considered indispensable parts in every girl's education*, and which the school, so far, does not teach, namely: knitting, sewing, spinning, cooking, baking, easy garden work, cleaning, etc. We said the school does not teach knitting, sewing,

cooking, baking, easy garden work, etc., *so far.* Who knows, whether or not, the operative culture of some future time, perhaps not far distant, may imperatively demand a knowledge of these things from every girl. We, perhaps, go seemingly ahead of our time, in saying those things ought to be required of every girl. If she is afterwards able to keep a *Bridget*, she can inspect her with more understanding, if not, she knows how to do it herself.

We feel we ought to say much more about the citizen school. Particularly, should we speak of a proper distribution of the material of instruction to the beginners, (from six to nine,) middle, (from nine to twelve,) and higher school, (from twelve to eighteen,) and of the mode of securing the material and formal aim peculiar to each of the three principle divisions of the citizen school. But we greatly fear that we have already exceeded the limits assigned to us. We close, therefore, with the following remarks:

1st. The citizen school, as described here, is not only a philosophical speculation, but something which it is possible to practically carry out. It pre-supposes, however,

2d. A harmonious beginning, (sixth year of all pupils,) a punctual continuation, (the nature of learning, and nothing else, demands that absences from school should be greatly reduced,) and completeness in regard to the end. No pupil ought to be allowed to leave the school unless he has acquired the least quantity of knowledge considered necessary, if he is mentally qualified. It pre-supposes, further,

3d. A great deal higher standard for teachers. *A thorough, complete course in the science of teaching (pedagogy) is for instance imperatively demanded,* Also,

4th. Higher salaries. It is much to be regreted that, not seldom, the best teachers leave the vocation because they can, in other branches, do much better pecuniarily. Who can blame them?

(To be Continued.)

J. BENGEL.

YPSILANTI, March, 1866.

PHONIC READING.

THIRD STEP.

IN this step the children are taught, 1st. The classification of sounds into *tonics, subtonics* and *atonics;* 2d. The sounds of *g, gh, ph, th, ch, z* and *x;* 3d, The various sounds of the vowels and dipthongs.

1st. Classification of Sounds.—Let the teacher place upon the board, as titles for two separate columns, the words, *tones* and *no tones.*

Let the class be called upon to give any sounds which they have learned, and state in which column they belong, and let the teacher write the letter which represents the sound in the place indicated by the pupil. Proceed in this way, until all the sounds which they have learned have been put upon the board. The teacher may now take from the column headed *tones*, one or two vowels, as *a* and *e*, also one or two consonants, as *b* and *g*, and put them in separate columns in another place. She may desire the class to give these sounds repeatedly. Ask them, also, what difference they observe in these sounds, and they will say that *a* and *e* have a louder tone than *g* and *b*. Let the children select from the first column all the letters which have a loud tone, and all which do not have a loud tone, the teacher placing them in separate columns on the board at the dictation of the pupils. She may now tell them that all those sounds which have a loud tone are called *full tones*, and those which do not have a loud tone are called *under tones*. Exercise them now thoroughly on the terms, *full tones*, *under tones*, and *no tones*. This will be as much as can be accomplished at one lesson. For a number of lessons after this, let the class give sounds indiscriminately, classify them, and let the teacher place them upon the board as indicated by the pupils. In these lessons, and in all others, the children should be encouraged to notice and correct any mistakes made by each other, and thus all the work will be performed by the pupils themselves, without any aid from the teacher.

After the class have become sufficiently familiar with these terms, and with this classification, the teacher may tell them that those sounds which have a full tone are called *tonics*, those which have under tones, *subtonics*, and those which have no tones, *atonics*. Let the class be thoroughly exercised on these terms, and for several lessons after this the children may be desired to give sounds and classify them. She may also tell them that the word *tonic* means *tones;* that the prefix *sub* means under, (not using the term *prefix* with the children); that the prefix *a* means *no* or *not;* and she can then obtain from them the meaning of *subtonic* and *atonic*.

Several weeks should now be spent in analyzing words after the following method. Let the children give a list of words which the teacher places upon the board. Take each word separately. Let the children spell it by sound and by letter, and let them analyze each letter in the word thus: "c has *no* tone, and is called an *a*tonic;" "*a* has a *full* tone, and is called a *tonic;*" "*n* has an *under* tone, and is called a *sub*tonic."

The subtonics are *b*, *d*, *g*, *j*, *l*, *m*, *n*, *r*, *v*, *z*, and *th* in *thine*.

The atonics are *c*, *f*, *h*, *k*, *p*, *q*, *t*, *x*, *th* in *thin*, *s* in *seal*, *ch* in *chest*, and *sh*.

2d. G and Th, Hard and Soft.—These may be treated in the same way as the lessons upon *c* hard and soft, given in the Second Step; the class giving lists of words, and the teacher suggesting if they fail. All the following lessons may be given in a manner similar. *Ex.—G hard:* getting, Gilbert; *g soft:* gipsy, George. *Th hard:* thin, think; *th soft:* thou, thine.

Ph.—The class may be called upon to give lists of words with this combination, and led to recognize the sound as expressed by *f*. Let them classify as initial, central, and terminal. As a second lesson, they may be employed in finding proper names containing this sound, and in learning to spell them.

Th.—Proceed in a similar way with words having this combination; as, cough, laugh.

Ch.—For the first lesson, the class may give any words which have this combination.

As a second exercise, the teacher may suggest three words with the different sounds of *ch*; as child, chaise, Christmas, and lead them to see that *ch* has a different sound in each. Give the terms, English, French, and Hard, place them upon the board in separate columns, and let the pupils give words under each head.

Z.—Obtain from the class a variety of words with this sound, some of which will have the letter *z*, and some the hard sound of *s*, which may be arranged in separate columns and compared, and the children be led to see that the hard sound of *s* is like *z*.

For another exercise, let them give such words as treasure, azure, and show them that *s* and *z* have the sound of *zh*.

X.—Various examples of words containing *x* may be obtained from the class as, examples, mixture, luxury, anxiety. Let the class discover that *x* has the sound of *gz*, *ks*, *ksh*, and *z*. Let them give words with each sound, and classify.

At this point it would be well to have a review of some of the most important points. In reviewing *c* hard and soft, show that this letter has the soft sound before *e*, *i*, and *y*; and the hard sound before *a*, *o*, and *u*.

3d. Various Sounds of Vowels and Dipthongs.—Sounds of the letter *a*: short, long, broad, Italian, long *a* before *r*, *a* like short *o*, *a* like short *e*. *Ex.*—Bag, baby, fall, far, care, watch, many.

In these lessons, and in all those following, a word containing the sound should be suggested by the teacher, put upon the board, the sound given by the pupils, and the name put upon the board. The lesson may then be treated like those given before. One sound will generally be sufficient for one exercise.

Sounds of the letter *e*: short, long, *e* like long *a* before *r*, *e* like short *i*, *e* like short *u* before *r*. *Ex.*—Met, mete, there, England, her.

Sounds of the letter *o*: short, long, broad, long and close *o*, *o* like short *u*, *o* like short *u* before *r*. *Ex.*—Dock, note, storm, move, glove, word.

Sounds of the letter *u*: short, long, obtuse *u*, short *u* before *r*, *u* like short *e*, *u* like *w*, *u* like short *i*. *Ex.*—Tuck, tune, pull, fur, bury, queen, busy.

Sounds of the letter *i*: short, long, *i* like long *e*, *i* like short *u* before *r*. *Ex.*—Sit, mite, marine, bird.

Sounds of the letter *y*: *y* like short *i*, *y* like long *i*, consonantal sound of *y*, *y* like short *u* before *r*. *Ex.*—Mystery, style, yet, myrrh.

Sounds of *ou*: proper sound of *ou*, *ou* like long *o*, *ou* like broad *a*, *ou* like long and close *o*, *ou* like short *u*, *ou* like short *u* before *r*, *ou* like obtuse *u*. *Ex.*—Flour, soul, bought, soup, cousin, scourge, could.

Second division.—The long sound of *a* is expressed by *a*, and by *ai*, *ay*, *ea*, *ei*, *ey*, *au*, *ao*, *ue*. *Ex.*—Mate, slain, stay, steak, eight, they, guage, gaol, boquet.

The Italian sound of *a* is expressed by *a*, and by *al*, *ea*, *au*. *Ex.*—Far, calm, heart, haunt.

The broad sound of *a* is expressed by *a*, and by *aw*, *au*, *o*, *ou*, *oa*. *Ex.*—Fall, fawn, daub, snort, fought, broad.

The long sound of *a* before *r* is expressed by *a*, and by *ai*, *ea*, *ay*, *e*, *ei*. *Ex.*—Care, air, bear, prayer, there, heir.

The long sound of *e* is expressed by *e*, and by *ee*, *ea*, *ei*, *eo*, *ey*, *ay*, *i*, *ie*. *Ex.*—Mete, feet, receive, people, key, quay, machine, grief.

The short sound of *e* is expressed by *e*, and by *ai*, *ay*, *ea*, *ei*, *eo*, *ie*, *u*, *ue*, *a*. *Ex.*—Met, again, say, leather, heifer, leopard, friend, bury, guest, many.

The long sound of *i* is expressed by *i*, and by *ie*, *ei*, *ye*, *ui* or *uy*, *y*, *ai*, *eye*. *Ex.*—Pine, die, height, lye, buy, style, aisle, eye.

The short sound of *i* is expressed by *i*, and by *e*, *y*, *ey*, *o*, *u*, *ui*, *ai*. *Ex.*—Pit, England, sympathy, money, women, busy, biscuit, curtain.

The short sound of *o* is expressed by *o*, and by *a*, and *ow*. *Ex.*—Not, wast, knowledge.

The long sound of *o* is expressed by *o*, and by *oo*, *oa*, *oe*, *ou*, *ow*. *Ex.*—Note, door, coal, foe, four, own.

The long sound of *u* is expressed by *u*, and by *ue*, *ui*, *ew*, *eu*, *ieu*, *iew*, *eau*, *ewe*. *Ex.*—Tune, blue, suits, blew, feudal, adieu, view, beauty, ewe.

The short sound of *u* is expressed by *u*, and by *o*, *ou*, *oo*, *oe*. *Ex.* Nut, come, rough, blood, does.

The obtuse sound of *u* is expressed by *u*, and by *oo*, *ou*, *o*. *Ex.*— Pull, book, could, wolf.

The short sound of *u* before *r* is expressed by *u*, and by *e*, *i*, *ea*, *o*, *ou*, *y*, *ue*. *Ex.*— Her, girl, dearth, word, adjourn, myrrh, conquer.

The sound of *ou* is also represented by *ow*, as howl, vow, etc.

The dipthong *oi* is otherwise represented by *oy*, as boy, toy, coy.

The sound of *hw* is represented by *wh*, as when, whip, etc.

THE SCHOOLS OF MICHIGAN.

IF statistics mean anything, the public schools of Michigan never had a year of greater prosperity than the last. As to numbers, the increase of children is unprecedented in any past years, possibly excepting 1839 and 1840. Perhaps these are not an exception; for though the reports show about as large an increase, it is probable that many of the children reported were previous residents of districts then first organized; while the increase of the past year would not, probably, be affected to the amount of two hundred in that way.

The number of children reported for 1865 is 297,284, an increase of 16,466; but there are a few more reports to be received, which will swell the amount to over 17,000. The largest increase, for twenty-five years, was in 1856, viz., 14,725; this diminished regularly, each year, till 1862, when it was but 6,795. In 1863 it went up to 11,411; but fell off again, in 1864, to 8,033, or less than half as much as in 1865.

These figures are as reliable as any census that is ever taken. The school census is returned with the names of the children under the oath of the officer. Districts sometimes fail to report at all, but they are few, and usually small districts. The census cannot be affected by it either way, to the amount of five hundred.

A comparison of the general census with the school census, in years when the former is taken, shows the former to be full three times as great as the latter. We have, therefore, in the school census of 1865, reliable evidence that the increase of population in the State, the past year, was over 50,000. Over half of this increase appears to be in the ten following counties, each of which reports an increase of over five hundred, as follows: Allegan, 592; Berrien, 749; Clinton, 574; Genesee, 567; Houghton, 758; Ingham, 589; Ionia, 607; Kent, 1,209; Saginaw, 1,272; Wayne, 2,423; total, 9,345. Nearly every county, however, shows some increase.

The following statement for 1864 and 1865 will show the progress made:

	1864.	1865.	INCREASE.
No. of counties reported,	59	58	*1
No. of towns and cities,	711	709	8
No. of districts,	4,426	4,469	45
No. of male teachers,	1,816	1,320	*496
No. of female teachers,	7,000	7,454	454
Average length of school-months,	6.2	6.2	
Aggregate No. of months school,	32,689	34,095	1,406
Average wages per month, males,	$ 34.00	$ 41.70	$ 7.70
Average wages per month, females,	16.63	17.43	.80
Total wages of male teachers,	210,091.16	209,492.11	*599.05
Total wages of female teachers,	381,204.17	507,180.34	125,976.17
Value of school houses,	2,085,372.00	2,216,205.00	130,833.00
Children between 5 and 20 years,	280.772	297,234	†16,466
Children attendsng school,	215,736	227,797	12 061
No. of graded schools,	123	132	9
No. of volumes in libraries,	154,927	152,423	*2,505
No. of volumes added during the year,	10,982	6,805	*4,077

RECEIPTS.

On hand at commencement of year,	$102,626.91	$142,883.70	$40,256.79
Two mill tax,	283,805.50	284,535.61	730.11
Primary school fund,	136,362.00	134,557.92	*1,804.08
Rate bills,	50,202.85	90,408.03	40,200.18
Tuition of non-resident scholars,	14,406.67	16,453.87	2,047.20
District taxes for teachers' wages,	189,452.36	178,139.24	*11,313.12
Other district taxes,	174,794.19	294,427.49	119,633.30
Library moneys,	12,417.22	12,439.23	22.01
Town funds to pay Inspectors,	8,421.58	9,557.02	1,135.44
From all other sources,	72,991.29	84,101.24	11,109.95
Total,	$1,045,480.57	$1,247,498.35	$202,017.78

EXPENDITURES.

Paid male teachers,	$209,049.38	$208,351.08	*$718.30
Paid female teachers,	371,478.65	492,107.08	120,628.47
Paid for building purposes,	134,504.22	173,730.05	39,225.83
Paid for library books,	12,982.59	9,510.36	*3,472.23
Paid for Inspectors' services,	8,221.57	9,557.02	1,335.45
Paid for all other purposes,	143,748.81	162,590.56	18,841.75
On hand at close of year,	140,272.24	194,941.81	54,669.60
Total,	$1,020,257.46	$1,250,788.03	$230,530.57

*Decrease.

†Later returns have raised the increase to 17,319.

There are 4,469 districts reported, containing from *seven* children and upwards, until 151 of the largest report an aggregate of 81,260 children, with 58,006 attending schools which averaged nine months. These comparatively few districts paid about $250,000 to 186 male, and 770 female teachers, and over $300,000 for other purposes. They also own more than half the value of school houses in the State, the average to each district being $7,412; while the average to the other districts is but $254.

The average cost of tuition in these schools, which pay thirty-five dollars to every sixty-five paid by the rest of the State, is less than in the other schools; the average being but forty-four and a half cents per month, while in the other districts it is some fifty-four cents. Thus the figures show that in the expensive graded schools tuition, on an average, is not over four-fifths as high as in the rural districts. This is because the teachers in the former average sixty-one pupils each, while the latter do not average more than twenty-four.

Probably no class of employees ever existed who possessed so entirely the confidence of their employers, as the teachers in our public schools. In all other departments of society men take some supervision of those they employ; and the more important the labor, the oftener will their work be inspected. But one or two hundred thousand parents in the State employ teachers for their children, and never, from year to year, go near the school to see how their work is being done. It is not strange that the schools are not visited by those who have no children there; but that parents, whose children are forming their characters under the training of hired teachers, never look in upon the schools, can be accounted for only on the supposition that they have a confidence in the teacher as unlimited as it is blind.

C. B. S.

DIALOGUE ON EDUCATION.

(Concluded from last No.)

Characters—LIBBIE, LOUISE AND HELEN.

LOUISE.—Oh! yes, they wove beautiful spells, and herein lies the secret of their great fame. But we cannot live on rhyme and pictures; we must have more substantial aliment. The world is far more in want of bread to-day than of poems. It has a far deeper need of intellectual strength, sober integrity, and unflinching courage than it has of the tawdry finery with which painters and poets have flooded the world.

I believe *this* was intended emphatically to be a working-day world, and I still say, as I said before, forests must be felled, bridges, houses and railroads constructed, bread earned by the sweat of the brow, intellectual gems exhumed, and the moral nature, too, must have its share of labor. Reforms must be carried on, and then, if people *must sing*, they will have more time for it,—at least, there will be more cause for

singing, as well as greater and nobler subjects for pictures and poems. But let us have the work done first. I believe in the good, old maxim, "Business before pleasure."

HELEN.—Still clinging to the idea of the useful, I perceive, as you understand it. Could I convince you of the *use* of the *beautiful*, I think I should be able to gain you over.

LOUISE.—Certainly, nothing more would be necessary.

HELEN.—Well, then, you will admit that we have a three-fold nature,—the physical, intellectual, and moral?

LOUISE.—Most assuredly!

HELEN.—Now, whatever ministers to the wants and necessities of these different departments of our nature, *must be useful.*

LOUISE.—Certainly, nothing could be plainer.

HELEN.—I am ready to grant you fully that this is a working-day world—that the law of our being is *action.* We *must work*, but we *may* also *enjoy.* We must, as you say, dig for intellectual gems, yet we are not satisfied with them in the rough; we must also polish them. It is a necessity of our nature. We remember their usefulness; but, at the same time, we enjoy and love their shining beauty. If we analyze our sympathies, we find that they reach out with deep and ardent longing toward the beautiful. The fettered prisoner and the bed-ridden invalid sigh for a glimpse of green fields and sparkling streams. Our spirits reach forth, with irrepressible yearning, toward the broad and solemnly beautiful sky, and when it speaks to us of Infinity, of the majesty and boundless love of the great Creator, you surely cannot say it is without its use!

LOUISE.—No, certainly not; but you cannot *always* blend the *useful* with the *beautiful.*

HELEN.—The *useful* may not always be *beautiful;* but the *beautiful may always be useful.* My idea of the useful differs from yours, because I give it a more extended range. You term that useful which administers merely to the wants of the physical and intellectual nature. It is true, you admit besides this another and a spiritual nature; but it seems to be almost nominally—at least, you do not recognize its wants, the need it has of cultivation and development. I claim that to be useful in the highest sense which administers to the spiritual necessities of our nature, which attracts and lead us away from the gross, the sensual, the earthy; and I claim that nothing, aside from direct revelation, so effectually does this, as those perceptions of the beautiful, which gain access to us through the eye, when we look upon the glorious face of Nature, and through the ear, when we listen to her great and solemn harmony. We feel better and purer for our communion

with nature, because we see, "as through a glass darkly," the shadow of that infinite and eternal glory in whose full, unfading light we hope to bask, when we shall have passed beyond the confines of mortal scenes. We feel ourselves transported beyond this fleeting life; we forget its sorrows, its grossness, and live a moment in the presence of Him who is the sum and essence of all beauty. Is not the beautiful, then, which can so elevate and transport us, useful in the highest and most exalted sense?

LOUISE.—Well, well, I acknowledge yours is a more comprehensive view of the subject than I have been wont to take; and I don't know but I shall have to admit your definition of the term useful, as I now begin to see that my devotion to intellect has been rather too exclusive. But I believe our discussion began upon boarding-school accomplishments. It appears to me that we have wandered considerably from the point, unless *they* can be identified with the beautiful, which, according to my taste, would be a desperate undertaking.

HELEN.—Pardon me, but I believe you have made a slight mistake, Louise. I do not, by any means, class everything which is prescribed by custom and fashion with true and genuine accomplishments; and I think my first question to you was clear and distinct, whether you would wish to banish the embellishments of life from our system of education. You replied, positively, that you would. I do not, then, feel in the least obligated to identify spurious accomplishments with the real developments of the beautiful. I would maintain, however, that the beautiful is almost unlimited in its modes of expression. It takes the wide field of nature for its display. Earth, air, water and sky are all filled with it. It is seen in the multiplied combinations of science; in the ever-varying euphony and delicacy of language; in the form, color, and expression of the human face; in the grace and carriage of the human body. The works of man — those finer, exquisite arts by which he has sought to express his intense adoration of the spirit of beauty, are transcripts and echoes of nature; they are sacred and impassioned poems composed to her praise, and breathing conceptions of purer, loftier beauty than earth affords; they take hold on the spirit-world and give us, at least, some dim and distant glimpses of that beauty which is infinite and imperishable.

[Enter Libbie with her song.]

LIBBIE.—Really, ladies, you seem to be having quite a discussion! I hope I don't intrude?

LOUISE.—O, no! certainly not. You have returned just in time to hear the conclusion of our conversation, in which——

LIBBIE.—But you don't mean to say that you have been talking all this time! Why, I have been gone full twenty minutes! Well, I declare you must be fond of argument; hope I never shall get to be so intellectual as that.

LOUISE.—I suppose you intend to talk the whole evening at Mrs. D's party?

LIBBIE.—O, to be sure. Chit-chat, you know, is very different from argument. It is dreadfully stupid, I think, to talk so long on one particular subject. La folie est la sagesse des femmes. I really pity those prosy, philosophizing people, who must always be enquiring into the whys and wherefores. There seems to be a strange infatuation about them always to know the *cause*,—just as if it wasn't enough to *see* and *enjoy*, without inquiring into the reason *why*. Heigh, ho! It makes me sigh just to think of these moping philosophers. Why, only a day or two ago, I was in company with a gentleman of this sort, who couldn't *even eat an apple* without delivering a long homily on the fall of man, *and woman*, too; after that, a long discourse upon the theory of atoms; and then, as if that wasn't enough, he actually began a kind of treatise upon the theory of gravitation. Oh! it was *dreadfully tedious!*

LOUISE.—I don't doubt it at all, Libbie, and I am very glad you have reminded me of your peculiar tastes; because I was about to be so inconsiderate as to give you a brief account of the colloquy we have been holding in your absence.

LIBBIE.—Oh! pray don't trouble yourself. I am sure you must be very much fatigued already, and I wouldn't wish to distress you for the world. I presume, Miss Helen, that you have converted this stubborn damsel from the error of her ways; and that she is fully persuaded, by this time, that I am a very accomplished young lady, with as much sense and gravity as is desirable for one of my years,—at least, that I am *not at all frivolous*.

HELEN.—I believe she is ready to concede that she has taken too strong grounds against accomplishments. Of her opinion of you, I leave her to speak for herself.

LIBBIE.—Oh! well, if she has made that concession, I shall consider my character fully reëstablished in her estimation. But how in the world did you convert her so soon? You must have a marvelous power in that line of business.

LOUISE.—Perhaps you will confer a benefit upon yourself, by permitting her to try her marvelous power upon *you* a little while!

LIBBIE.—Oh! no, no, I thank you. At least, I couldn't subject myself to the exercise of her skill until some more convenient season.

At present I must be excused, to make preparations for the party. Good bye.

LOUISE.—Don't be in haste. You promised to sing for me, you know.

LIBBIE.—Oh! yes, so I did; and I've just been getting a delightful, little song which, I have no doubt, will so confirm Miss Helen's argument, that you will end in being as great a devotee of mine and music, as you have been of books and learning.

[Libbie plays and sings.]

TEACHERS' SALARIES.

FROM advanced sheets of the report of the Massachusetts Board of Education, kindly furnished by Mr. John D. Philbrick, of Boston, we copy the following:

"One of the surest signs of the condition of education in any community is the estimation in which the profession of teaching is held. Where low views of education prevail, the teacher is valued at a low rate, and his services are poorly paid. On the other hand, where elevated and enlarged ideas of the nature and ends of wise education are entertained, the true dignity of the profession is appreciated, and the importance of securing to it the highest talent and accomplishments is practically acknowledged by providing the requisite means for the attainment of the end in view. Measured by this standard, our progress as a State, it must be confessed, has not been so satisfactory as could be desired. By a comparison of statistics, it appears that in the course of twenty years the average wages of teachers, male and female, in this Commonwealth, have been advanced nominally about fifty per cent. If, in the meantime, the average wealth of the State *per capita* had remained stationary, and if the wages of labor, in general, had not been raised, this increase might justly be regarded as a gratifying proof of progress. But the facts in this case will scarcely justify such a conclusion. Within the period named, such has been the increase in the valuation that the ratio of taxable property to population has been doubled, so that in reality the compensation of teachers has not kept pace with our growth in material wealth. That the wages of labor, of every other description, whether skilled or unskilled, professional or industrial, have risen more than fifty per cent., does not admit of question. The wages of male teachers average fifty-four dollars and seventy-seven cents per month. This rate does not exceed that paid to an ordinary journeyman mechanic. The six thousand two hundred

and ninety-five female teachers receive an average of twenty-one dollars and eighty-two cents per month. It is more than probable that an equal number of females could be found in the State who are engaged in industrial occupations at a higher average rate of wages.

"These facts demand the serious consideration of the friends of popular education. Without good teaching a school is but a name. But good teaching can only be had from men and women of high ability and ripe culture, and to suppose that such men and women can be attracted to the laborious profession of teaching without adequate compensation is a fatal delusion. Poor schools can be had cheap, but good schools will always be costly; and if the character of our Publ Schools is to be elevated and improved, if they are to be kept up to the standard of excellence required by an advancing civilization, affording competent instruction to every child, it is absolutely essential that the compensation of teachers should be raised in proportion to the general increase of wealth in the community. Teachers will correspond in their character and qualifications to the demands of public sentiment as expressed in the rate of salaries paid. The demand creates the supply. If there is a real demand for gifted men and women, qualified by their intelligence and moral power to do the great work of education as patriotism and religion would wish it done, such men and women will not only be liberally paid, but they will receive other proofs of the consideration in which they are held, and thus they will be secured and retained in the profession. But while so many paths to wealth and promotion are open, while talent is invited through so many broad avenues to emolument and distinction, it is unreasonable, it is preposterous, to expect that superior persons — and only such can be good teachers — can, in sufficient numbers for the wants of the present time, be won to the arduous and responsible office of teaching without stronger inducements than have yet been offered. As to the pecuniary ability of the Commenwealth to pay the teachers of her children, it is sufficient to state that at present only about one mill and a half on a dollar of valuation is appropriated to this object, and in the most wealthy cities the ratio even falls below this small fraction."

— European savants are debating the proposition of M. Von Gumpach, who has issued several books and pamphlets arguing that the earth is not a compressed but a prolate ellipsoid, or in other words, that it has not the figure of an orange, but of a lemon.

Resident Editor's Department.

EDUCATIONAL INTELLIGENCE.

MATTERS AT HOME.

CORRESPONDENCE.

ROCKLAND, Mich., March 26, 1866.

MESSRS. EDITORS:—In reply to your note, requesting an account of educational matters in this part of the State, I would say that we are still progressing in this direction as well as in every other. Within the past few years there has been a marked improvement in the schools of the Upper Peninsula, and the spirit of progression seems to be on the increase. Of course the public schools here will not yet compare with those in the lower part of the State. The country is new and its resources are yet undeveloped. Society is unsettled—very few people intending to make this a place of permanent residence. We depend upon the lower country for the most of our teachers, and in consequence of our remote situation and the high price of living, it is difficult to retain the same teachers longer than one or two years at a time. These things make it difficult to establish and sustain a good public school system; nevertheless, we are by no means as far behind our more fortunately situated neighbors below as might be supposed. There are a number of school buildings and schools in this region that would do credit to any place. In Houghton an edifice is in process of construction which, when completed, will be one of the finest public schools in the State. In this place the school, numbering about two hundred scholars, is prospering finely, It is conducted by a principal, with a salary of $1,100, and three assistants. one of whom, Miss Rorison, is a graduate ot the Normal school. The village of Ontonagon has also a very tasty, well-furnished school house, calculated for four departments, an excellent library, and a good school apparatus. Other places are catching the spirit of progression, building new school houses, sending below for experienced teachers, etc., and evincing a determination to be up with the times. The teacher in this country has one advantage over teachers in other localities; he is supreme dictator of almost everything pertaining to school matters. He is elected by the board, placed in charge of the school and expected to manage it; and if he is at all competent to the task, is entirely free from the petty interferences and restrictions which teachers are subjected to in many other places. This liberality on the part of school officers is almost universal, and when the teachers are men of experience, is attended with the most beneficial result. J. L. T.

NORMAL GRADUATES.

At the last meeting of the Normal graduates, held March 7th, an attempt was made to ascertain as much as possible, of the history of the graduates since leaving school, and their present residence and occupation.

The following gives the history of the first three classes, so far as we have been able to ascertain it. This matter will be continued, from month to month, in the TEACHER; and the undersigned, a committee appointed to report upon the topic, would be glad to receive any information upon the subject, which the graduates or their friends may be able to give. We hope thus, to collect a complete history of each. Communications upon the subject may be addressed to either of the committee.

JOHN GOODISON, Ypsilanti,
C. L. WHITNEY, Dowagiac,
MISS MARY RICE, Ypsilanti. } Com.

FIRST CLASS—1854.

J. M. B. SILL has taught the entire time since. Held the position of Professor of English Literature and Principal of Model school at the Normal until 1863, when he became Superintendent of Detroit public schools; in this position he remained until 1865, at which time he resigned his situation and accepted the Principalship of a Young Ladies' Seminary in Detroit, in which place he still remains.

ALZINA MORTON taught with success until her health failed; is now residing in Ohio.

HELEN C. NORRIS has been engaged in teaching until about about two years since, when she married, and is now residing in Saginaw.

SECOND CLASS—1855.

SETH N. BEDEN has taught most of the time since graduating, and is said to be still teaching, but where is unknown.

C. R. MILLER, after his Normal course, took that of the University; is now practicing law in Adrian.

T. RILEY DENNISON taught successfully, for a time, in our public schools; then took the law course at Ann Arbor, and is now practicing law in Detroit.

JAMES S. GORTON has taught part of the time since finishing his course; is about entering upon the ministry; is residing at Utica at present.

JOHN HORNER went to Ann Arbor, and took a course there; and is now a lawyer in Kansas.

J. W. STARK took a classical course at the University, then a theological one in New York; is now preaching in Wisconsin.

KATE M. CLAYTON has taught most of the time since graduating, holding high positions; was preceptress of Ypsilanti Union school, which place she left to become wife of the principal, Prof. J. Eastabrook, and resides in Ypsilanti.

MARY J. FAIRMAN has been a successful teacher, and is still engaged in the profession at Baltimore, Md.

RHODA A. TOMPKINS is married; residence unknown.

JULIA BACON, successful as a teacher, is still following the vocation at South Bend, Ind.

THIRD CLASS—1855.

CROMWELL M. FULLER followed teaching for some years with success, as some of his pupils testify; he studied law, and had just entered upon its practice when death made him his victim. He died some three years since, leaving many friends to mourn him.

RUBY A. BROWN is still teaching in Pennsylvania.

NOTES FROM THE INSTITUTES.

GRASS LAKE INSTITUTE.—The first institute of the spring was held at Grass Lake, commencing Monday, March 26th. Seventy teachers enrolled their names, and the average daily attendance was upwards of one hundred. The attention and interest were very marked throughout the exercises. The lecturers present were Hon. O. Hosford, Superintendent of Public Instruction; Prof. D. P. Mayhew, acting Principal of the Normal school; and Prof. J. Goodison, instructor in Geography and drawing in the Normal school. Hon. Ira Mayhew, of Albion, was present on Thursday afternoon, and delivered an interesting lecture on Business Education. On Friday evening the institute and citizens met in the Union school building for a social. Resolutions, thanking the citizens, trustees, lecturers, and churches, for services and encouragement, were presented and adopted. Special thanks were also tendered to Mr. Latson, for his earnest efforts to make the institute a success. After some excellent music, several sentiments were proposed and responded to. Prof. Mayhew, in speaking to the sentiment, "Michigan Schools," made some very seasonable remarks concerning the low wages of teachers, and the necessity for a combined effort to increase them,—remarks which met the hearty sympathy of his audience. Mr. Whitney, in response to "*The Michigan Teacher*," made an able and earnest appeal in behalf of that enterprise, and in very forcible language, urged upon the teachers the imperative duty of striving to do their work well. Other responses were made by Messrs. Latson, Goodison, and the Rev. Mr. Bates. The evening lectures, by Messrs. Hosford, Mayhew, and Goodison, were well attended. and in all respects, the institute was a great success.

FENTONVILLE INSTITUTE.—There have been few institutes held in the State that have exceeded, in numbers and interest, the one just closed in the village of Fentonville. It opened April 2d, and was in session five days. There were upwards of 150 teachers in attendance, most of whom will engage in the work the coming season. Six Union schools were represented in this number. The instruction given was by familiar lectures: Supt. Hosford lectured upon Elocution, Methods of Teaching, School Government. and Geography; Prof. Ripley lectured upon Arithmetic, Map and Linear Drawing, and English Grammar; Mr. Trusdel, of Flint, gave a short lecture upon Mathematical Geography. A brief discussion was had upon the question, "*Resolved*, That schools ought to be in session but five days in a week." The experience of teachers was largely in favor of it. The institute closed on Friday evening, with a social gathering, at which a series of resolutions was presented and adopted. Several toasts were given, to which hearty responses were made. The exercises of the occasion were enlivened by music from the choir and glee club. The resolutions were as follows:

WHEREAS; We, the teachers of this village and vicinity, having had the pleasure of attending this institute, and receiving the benefit thereof, would express our satisfaction at the results; therefore,

Resolved, That we acknowledge our obligations to Hon. O. Hosford, Superintendent of Public Instruction, for the efficient manner in which he carries out the noble purposes of that wise legislation which appropriates a fund for the support of these institutes.

Resolved, That we tender our thanks to the gentlemen who have lectured to us at this institute, for the zeal and ability with which they have performed

their labors; and that we will strive to demonstrate, in the school room, that we appreciate their instruction.

Resolved, That we rejoice at the appearance of THE MICHIGAN TEACHER, whose monthly visits we cordially welcome, and we heartily recommend it to all instructors and friends of education.

Resolved, That we tender our thanks to the school board, for the use of the school room; to the Presbyterian society for the use of their church for evening lectures; and to the citizens of Fentonville for their hospitality in entertainlng us.

UNIVERSITY OF MICHIGAN.—The annual commencement of the Law and Medical Departments of the University of Michigan, took place on the 28th ult. The degree of M. D. was conferred on seventy, and that of LL. B. on one hundred and eight students. The graduating Law class was undoubtedly the largest that has ever gone out from any law college. The Medical class was addressed by Prof. R. C. Kedzie, of the Michigan Agricultural College, and one of the first graduating class in the Medical Department of the University. Hon. J. V. Campbell, one of the Professors of the Law Department, addressed the Law class. The number of students in attendance at the University has been greater during the present year than at any previous time. In the three departments, Literary, Law and Medical, 1,206 students have been enrolled within the year.—*Western Rural.*

HUDSON.—Tho West Hudson union school closed the winter term on the evening of the 23d, with a grand exhibition. The programme was as follows: Prayer, by Rev. J. W. Baynes; valedictory, Wm. Van Akin; recitation, "Excelsior," Elsie Van Dorn; dialogue, "Sailors' Saloon," T. Bush and E. Colwell; declamation, "The Constitution," C. Hampton; declamation, "Press On," Emmet Osborn; the Southern and Northern Girls, a song by Mary Lyon and Clara Ames; oration, "Washington," C. P. Griswold; charade, "Blue Beard," by H. Sornberger, F. Dunham, W. Van Akin, M. E. Chase, Sarah Montgomery, and Ida Lansing; essay, "The Aims of Life," Fanny Moreland; recitation, "The Gambler's Wife," Ida Lansing; recitation, "The Drunkard's Daughter," E. Long; essay, "Perseverance," Miss M. E. Case; "May Queen," by twenty-four little girls tastefully attired in white, with May flowers and wreaths, Eva Boris, May Queen, and Leillian Johnson, Fairy Queen, ending with a tableaux; oration, "France and Napoleon," by H. Sornberger; essay, Laura Nickerson. The exercises closed with the Comedy ofCharles I, by H. Sonberger, Wm. Van Akin, F. Dunham, Sarah Montgomery, D. Parker, and C. P. Griswold. A pleasant episode of the evening was the presentation of a silver cake basket to the worthy principal, L. M. Rockwell, by Miss Clara Ames, in behalf of the students. The net proceeds ($56) will be applied to fitting up of the hall.

Owosso.—On Wednesday evening last, a portion of the closing exercises of the Union school were held in the Methodist church; papers were read from the various departments; the articles were all carefully written, and reflected much credit upon the scholars. On Friday afternoon and evening, in the same place, were held the closing exercises, consisting of compositions, declamation and music; all the parts were well conducted, to the apparent satisfaction of a large and appreciative audience. Miss Clara Town, who has been the assistant teacher in the union department for the past year, has

tendered her resignation on account of ill health, and the students, as a testimonial of their regard, presented her with an elegant silver pitcher and goblet. While Miss Town has been connected with the school, her duties have been discharged with marked ability; and she has, by her amiable qualities and her devotion as a teacher, won a large circle of friends, who will sincerely mourn her loss.

NORTHVILLE.—The union school, under the superintendence of Mr. W. M. Osband, is succeeding to the satisfaction of all concerned. The term just closed has been very full, and the prospects for the summer are good. Since the school opened, there have been secured for the use of the school an organ, and a chemical apparatus worth $200; and the lyceum connected with the school has now on hand about $70, which they propose to appropriate for the purchase of a library. The commercial department has been generously patronized, there having been connected with it the past term about ninety students. The musical department has also received a liberal support; over thirty have received instruction the past term.

MARSHALL.—Mr. A. C. Sargent, late principal of the union school in this city, died on the 5th of April. He had lately resigned on account of failing health. At a meeting of the teachers he was presented with a very elegant ice pitcher, handsomely engraved, accompanied with a series of resolutions expressive of their regard for him as a man and a teacher, of which the folowing is a copy:

WHEREAS, Prof. A. C. Sargent has been compelled by severe and continued illness to resign his position as principal of the union schools, therefore,

Resolved, That we, the teachers of said schools, tender him our sincere and profound sympathy in his affliction, and express our earnest hope, that, being relieved, *for a time*, from the duties of his profession, he may recover his health and the position he has so well adorned.

Resolved, That we regard Prof. Sargent as especially endowed by nature, and thoroughly competent by culture, to maintain his position in the front rank of teachers, and by his retirement the community suffer a loss which cannot easily be replaced.

Resolved, That we present him with a silver pitcher as a token of our regard, hoping that, as he receives from it cooling draughts, he may be supplied with Living Water from above.

The school board, at a special meeting, accepted Prof. Sargent's resignation in the following resolutions:

WHEREAS, Prof. A. C. Sargent has tendered his resignation, as the principal of our city schools, on account of continued ill health, which renders further teaching hazardous; therefore,

Resolved, That such resignation be, and the same is accepted.

Resolved, further, That Prof. Sargent's administration of the city schools for the past eight months meets the unqualified approval of the Board of Trustees, who desire to express their regret that considerations of a public nature induce the resignation so tendered; also, expressing the confident hope that returning health will soon enable him to resume the duties of a profession to which he has so ardently devoted himself, and for which duties he possesses peculiar fitness and the highest order of talent.

C. P. DIBBLE, *Moderator.*

SAM'L S. LACY, *Director.*

Mr. J. A. Banfield has been elected principal of the schools.

DOWAGIAC.—The annual examination of the public school closed on Friday with the exercises of the graduating class, who did themselves and the school

great credit. The following are the names of the graduating class, with their subjects, viz: Josie Harris, Decatur, "Change a Perfecter;" Jesse P. Borton, Dowagiac, "The Common School;" John B. Rosevelt, Decatur, "Uses of Studying Algebra;" Jake B. Crawford, Dowagiac, "Immortality on Earth;" Lydia E. Hebron, Dowagiac, "Dare and Do;" Dan. E. Thomas, Dowagiac, "American Patriotism."

Miss Agnes C. Van Horn, who has for the year past had charge of the second intermediate of our union school, has resigned her place, and Mr. J. P. Borton takes her place.—*Advertiser and Tribune.*

Mt. Clemens.—The examinations of the high school department of the Mt. Clemens union school took place on the 22d. They were very well attended, and everything passed off to the best possible credit of both teachers and pupils. Among the most prominent classes examined, were Higher Arithmetic and Algebra, by Prof. S. Wood, principal of the school; English Grammar and United States History, by Mrs. S. Wood, and French by Miss Lucy L. Nichols. On the evening of the 23d, an exhibition was held at the Presbyterian church, which was the best ever given by the school. The receipts of the evening were $58. During the past few months the school has raised, by voluntary contributions, and expended for organ, library, etc., over $350. The people here look upon their school with much pride, and have high anticipations in its future prosperity and usefulness.

Union City.—The winter term of the union school at Union City, closed on the 30th of March. After the closing exercises of the pupils, Prof. D. H. Crittenden, late of New York city, gave a very interesting lecture upon the subject of "Language." The examinations held in the different departments through the week, and the closing exercises, were largely attended by the parents and friends of the school.

Prof. Crittenden proposes to meet the teachers of this town and surrounding country April 21st, at 10 A. M., in the Union school hall of Union City. Those who have heard him expect that he will make the exercises of the day especially interesting to teachers.

Kalamazoo.—The agent appointed at the late meeting of the Presbyterian Synod, to carry out the design of finishing the Michigan Female Seminary, has given notice that he will soon be here to begin the work. He will not wait to collect money, but will operate with what funds he has, having every confidence that the denomination throughout the State, under whose patronage and auspices this great educational institution is to be conducted, will come to his aid and honor his demands. The contracts will be made after advertising for sealed proposals.

The examination of the public schools closed last Friday with very interesting and appropriate exercises. In the B class, intermediate C division, the competition for the highest average in eight studies was very spirited, and the exhibit was an excellent one. George Scales, of Kalamazoo, marked 10 on each one of the eight studies, that number being the standard of perfection. After a week's vacation, the spring term will commence. The schools are in a flourishing condition.

Ground will be broken at the earliest practicable moment for the new union school building. It is to be built of brick, and will be a very handsome

edifice, being a counterpart of the Adrian union school. Mr. T. Johnson is the builder. The house is to be enclosed by October 1st. It will take 400,000 brick, and the whole cost will be some $13,400.

LANSING.—The summer term of the Agricultural College has commenced with a larger number of students than it has had since the first year after it became an institution, and under other circumstances more favorable than at any time since then. It deserves the patronage of the State, especially the agricultural portion of it. It has as good a corps of professors as any institution in the State, and affords peculiar advantages for young men of limited means, of obtaining a first class education, literary and scientific, as well as agricultural.

HOMER.—The winter term of the Homer union school closed on the 29th of March. An examination of two days duration showed vast improvement in most of the pupils. An exhibition was also given, which was well attended, and in which the pupils, without exception, did credit to themselves and honor to the school. A small admittance fee was charged, which aggregated over $30, which is to be used in procuring curtains for the school rooms. By a vote of the tax-payers of this district, it is now a free school, which, though not entirely suiting all parties, is generally satisfactory. If our legislature would pass a law *compelling* children to go to school, a good work would be performed.

HOLLY,— The winter term of the Holly school closed with a public exhibition on Friday, March 30. Mr. A. D. Metz, the principal, has been very successful as a teacher in gaining the approbation of all interested in educational matters here. The exhibition was a credit to all who took part in it, and is highly spoken of by the many who attended. Nearly $50 was raised by way of admittance fees, which is to be expended in procuring maps, etc. The assistant teachers were Miss M. J. Sutherland and Mrs. Young, whose reputation as teachers remains undiminished.

OLIVET.— At a recent meeting in the village of Olivet, a number of citizens formed themselves into an association, to aid in the construction of a new college building. The company expect to obtain a brick machine and to commence manufacturing brick, for the college hall and private residence, early in the season. The company was formed with a capital of $5,000, in shares of $5 each, and the stock was all taken before the adjournment of the meeting. Mr. Philo Parsons, of Detroit, who was present, made an able and eloquent speech, and in addition to his former donations, gave the college the sum of $2,500.

PORT HURON.— The exhibition of the high school, under the supervision of Dr. Catlin, at Washington Hall, on the evenings of the 29th and 31st of March, evinced a thorough training in elocution, as well as in many cases marked natural ability on the part of the pupils. The receipts were $176, to be expended in procuring philosophical apparatus for the school.

HOWELL.— The winter term of the Howell union school closed on Friday, March 16th. The spring term commenced Monday, April 2d, under the supervision of Mr. Babcock, who has given the best satisfaction as a teacher of any one ever employed in the school.

TECUMSEH.— The winter term of school closed with an exhibition on Thursday, March 29. The speeches, declamations, and essays were given to a crowded audience, and with entire satisfaction. Some of the performances were of high merit, and all were good.

SALINA.—The annual school exhibition, under the management of Mr. Tagget, occurred in Russell's Hall on Friday evening, March 23d. The hall was densely crowded, hundreds being unable to gain admittance. The exercises were repeated on Tuesday evening.

— Mr. Basset, of Dundee union school, has resigned.

— The salaries of the professors in the literary department of the Michigan University have been increased 15 per cent.

— The Board of the Adrian public schools have raised the salaries of the teachers in their employ to $9 per week, or $360 per year; an example worthy of imitation by other towns, and we hope they will follow it, as all female teachers have too low salaries to enable them to live comfortably.

— Mr. S. A. Taft is principal of the public schools at Fentonville; Miss Graham is first assistant. Miss H. Carpenter has charge of the grammar department.

— Miss Emily Smith has resigned her place as teacher of the intermediate department of the Utica union school, and is succeeded by Miss Addie Beal.

— The public schools of Linden have been placed under the charge of Mr. H. P. Seymour.

— Miss M. Connor conducts the public school at Disco.

MATTERS ABROAD.

AMERICAN.

— The Lincoln Literary Institute, now being erected at Lincoln, Ill., by the Cumberland Presbyterians, will cost $80,000. An endowment fund of $100,000 has been promised by five synods of Iowa, Illinois and Indiana.

— Charles H. Hitchcock, son of the late President Hitchcock of Amherst College, has been appointed professor of mining, geology, and metallurgy in Lafayette College, at Easton, Pa.

— During the year 1865 there was not a pupil who entered Girard College, owing to financial difficulties. At the beginning of the year 1866 there were 563 pupils.

—The death of Prof. J. G. Pomeroy, of Pennsylvania, in California, has been established by the discovery of his remains. He has been missing for some time.

— A portion of the Brazilian party of Prof. Agassiz have returned by steam by the way of Havana. The remainder of the party will not return till late in the season.

— Prof. A. M. Hadley, of Wabash College, Crawfordsville, Ohio, died last week of pneumonia. He was a man of pure character and rare mental traits.

— Rev. R. Storrs, Jr., D.D., of Brooklyn, is to deliver the address before the united literary societies at Amherst College at the next commencement.

— Judge Nathan Greene, principal instructor in the law department of Cumberland University, Tenn., died at his home in Lebanon, on Thursday morning last.

— The young Channing, who recently took the Arnold prize of the Oxford University is a son of the Rev. William H. Channing, and among the committee of award was Goldwin Smith. Young Channing last year obtained the Chancellor's prize for the best essay.

— Rev. Jonathan Edwards, of Philadelphia, has consented to accept the presidency of the united colleges of Washington and Jefferson in that State.

— Rev. R. W. Patterson, D.D., of Chicago, has been elected professor of Systematic Theology in Lane Seminary.

— Normal schools for colored teachers have been established in Washington, D. C.

— Daniel Kirkwood, LL.D. has resigned the professorship of Mathematics and Astronomy in the State University at Bloomington, Indiana.

FOREIGN.

EDUCATION IN CHILI.— Education is making progress in Chili under the fostering care of an enlightened government. The population of the country is about 1,500,000, and the attendance at the schools, public and private, is about 50,000. A much larger number of persons can read, however, than one would imagine from these figures. The better class in Chili are tolerably well educated. In Santiago there is a respectable university, an institute or high school, and a theological seminary, the last being in the hands of the Jesuits or Ultramontanes, and designed to prepare a priesthood for the service of the national church. It is but poorly attended, and throughout the country the altar is in a great measure served by Spanish, French, Italian and Irish priests. The university is chiefly devoted to law and medicine. A high classical or mathematical curriculum is not insisted on, nor, we apprehend, is it obtainable.

Amongst the women of Chili, education is not so well attended to, nor so widely disseminated as amongst the men. In the art of writing they are particularly deficient, the epistles of a Chilian lady, as compared with the notes of an accomplished English woman, being like the productions of a country servant girl. There is, however, no lack of polish and refinement of manners amongst the better families in the Chilian capital. Music is very generally studied, and many of the young ladies render the operas of Verdi and Bellini with a power and skill rarely found in non-professional circles.

— Dr. Whewell, Master of Trinity College, Cambridge, is dead. He was distinguished for his wide and varied attainments, and his published works contain valuable treatises on Moral Philosophy, Political Economy and Mathematics, though he will be best known in after years as the author of the "History of the Inductive Sciences," published in 1841, and "The Philosophy of Inductive Sciences," published a few years after. Trinity College, of

which he was Master, was his chief delight, and it owes its excellence and wealth almost entirely to him. He has been succeeded by Rev. William Hepworth Thompson, formerly Fellow and Tutor of the college, and now Regius Professor of Greek in the University and Canon of Ely.

— It is stated that Goldwin Smith will resign his professorship in Cambridge University, and concentrate his studies on an elaborate history of the Great Rebellion and Commonwealth of England under Charles I.

— William Thomas Brande, a well known English chemist, died recently at the age of 80. His "Dictionary of Science and Art," and his "Manual of Chemistry" are well known.

— John Stuart Mill, it is said, will soon publish in an American journal, his views upon free trade with the United States.

— M. Henri Martin, the historian, is a candidate for admission to the French Academy. It is urged in opposition to him that he wears his beard long, which no academician has ever ventured to do.

LITERARY INTELLIGENCE.

BOOK NOTICES.

PRINCIPLES OF EDUCATION, DRAWN FROM NATURE AND REVELATION, AND APPLIED TO FEMALE EDUCATION IN THE UPPER CLASSES. *By the Author of "Amy Herbert."* New York: D. Appleton & Co. pp. 476; 1866. $2.50

The term "Upper Classes" will indicate the fact that this book was written by one of our trans-Atlantic "cousins." This understanding need in no wise affect us with prejudice, but may help us to estimate the effort according to its design.

The title, "Principles of Education," strikes us favorably. In a profession where empiricism is rampant, it is refreshing to hear of "principles." There is involved in this term the idea that the *art* of teaching has its correlative *science;* and that it is possible for the teacher as well as for the physician to proceed according to a rational method. We are still more pleased to know that these "principles" are drawn from that purest and best source of moral truth, the Word of God. The determination of man's destiny, both for time and eternity, is involved in the various processes of education. The human race collectively, and therefore individually, has been under a most rigorous course of training, since the *fall* to the present time. The race, like the individuals composing it, has had its infancy, when the Universal Father has personally interposed in its behalf, watching, guiding, counseling, admonishing, threatening, punishing; its manhood, in which sensible restraint has been removed, and reflection, reason and judgment have been the immediate controlling forces. All this has been, and is God's work; but men are the chosen instruments of their own culture and that of their fellows. The Bible, in its historical portions, is a record of results, designed for the guidance of those who should come after, enabling them to take stock of the world's progress thus far, and to secure to posterity the possession of great truths which had been brought to light during the progress of the ages. In its doctrinal

portions, the Bible contains positive rules for human culture, set forth by Divine authority. When an author builds upon such a foundation, we may rest assured that the general method is the true one. There may be misapprehension or misapplication of the truths derived from this source, but this will not lessen our admiration of an earnest effort to deduce educational processes from immutable truths.

In this work the author does not propose to show how a child may be best instructed in literature, science and art; but how it may be made to grow in virtue, goodness and truth. While it has immediate reference to female education, its teachings, with necessary modifications, will apply to the subject in general.

In chapter I, page 1, we find the following:

* * * * "Morality is a system, not like the discoveries of science, perfected through the workings of different minds in different ages, but complete in itself from its very commencement * * * * Education, therefore, which, according to the usual acceptation of the word, may be termed the guiding or the leading of the young mind in the way which will best enable it to obey the commandments of God, can by no possibility be founded upon any principles in the nineteenth century which were not equally in existence, and equally binding, at the time when, after the *fall*, man's present state of probation began."

Absolutely considered, physical science is just as complete as moral science. In each case all the *facts* have an absolute existence; and therefore in reference to God each science is perfect. If, as our author declares, there is already a perfect system of morality, why is there such utter disagreement in respect to the cardinal principles of this science? The facts are that, so far as man is concerned, there is as wide a field for research and discovery in ethics as in geology. The great principles which underlie the art of education may certainly exist in all their perfection; but there are vast multitudes of persons who have never even *suspected* their existence. Even those who believe in an educational philosophy can not cause their several deductions to harmonize; and the most earnest thinkers in this field arrive at conclusions with great difficulty, and announce their discoveries with diffidence. Speaking in reference to human experience, (as our author most certainly must,) we can not admit what she asserts, that in education "that which is true is not new, and that which is new is not true."

Miss Sewell objects to "systems" of education. She reasons thus: "Systems produce *uniformity* and *definite results*. When, therefore, the end is distinctly in view, system is not only useful, but necessary. In education, however, uniformity is not desirable; and the grand purpose which God has in view in respect to our destiny hereafter can not possibly be discovered, and must ever remain unknown to us. Therefore, in education, systems are not aids, but stumbling blocks; not good, but infinitely mischievous."

To this it may be replied that a "system" is not of necessity a Procrustes' bed; and even if it were, no tyrant could accommodate human capacities to its constant dimensions. Uniformity is not the necessary result of system. Even if an attempt were made to crush out individuality, it would certainly fail, so long as free intelligence were allowed to do its own thinking. This doctrine that a system of education is a thing "infinitely mischievous" will seem

strange to American teachers. Here the tendencies are to reduce all educational processes to the most perfect system possible. Which is the more heterogeneous race, the English or the American?

Chapter third is entitled *Principles and Rules*, and contains a very clear development of the truth, *Rules for children; principles for adults.* God's method of dealing with His ancient people is a most striking illustration of this truth. Under Moses, the Jewish nation was in its infancy, and was governed wholly by laws enacted for special occasions, and it does not appear that it ever attained to a state when it could be trusted to the guidance of principles. Under the Christian dispensation there is an almost entire absence of positive laws; but the regulation of human conduct is determined by the influence of great truths acting through the mind upon the heart. In other words, the race has passed the period of its infancy, and there is now such a development of man's intellectual nature, that a government by rules is no longer necessary. Here is a fundamental truth in school government. The forces which will control a school of young ladies and gentlemen, will be powerless in a primary school. Here may be found the reason why intermediate schools are more difficult to govern than any other. The pupils are in a state of transition, passing from a period of life where they must be governed by rules, to one in which principles are the guiding forces.

The remaining chapters of the work contain discussions of the great questions involved in human culture. The author is an earnest seeker after the truth, and has made a valuable contribution to educational literature, especially to that department relating to the higher christian culture. It will be a valuable aid to all engaged, in any way, in the work of education, and particularly to those who have in charge the training of young ladies.

MONTEITH'S PHYSICAL AND INTERMEDIATE GEOGRAPHY. New York: A. S. Barnes & Co.

This work consists of two parts, the first of which gives a very good compilation of the matter usually included under the term "Physical Geography." The author entitles this division "Geography taught as a Science," leaving it to be inferred that the second part lacks this scientific character. Certainly Ritter and Guyot, whose works he professes to have consulted, never taught him to take this view of the nature of geography. The mis-named "Civil Geography," rightly presented, should appear as an evolution from, and consequence of the earth's physical nature, and forming with it an organic whole.

This work is said, in the preface, to be based upon the "object system" of instruction; but how an *object lesson* can be presented in the pages of a *book* is somewhat puzzling. Most certainly the stilted style and *would be* philosophical character of many of the sections are entirely at variance with the spirit of objective teaching. Suppose for instance it is wished to lead the pupil to form a certain conclusion from given data The true teacher would present the facts in a fitting connection, and endeavor to guide the mind to the desired end; he would not *thrust* the result upon the child, for what is not a consequence of the latter's own, free self-activity forms no part of his mental property. How often Mr. Monteith violates this pedagogical law an

examination of his book will soon make evident; see, for instance, page 26 paragraphs 41 and 45, page 5 paragraph 8. What relation can such statements as the following possibly have to the mental condition of a child: "The plan of Differences in Nature, producing contrast, oppositon and variety, was established by the Creator." "The wisdom of this plan appears not only in the existence of such differences, but in their coöperation and unity."

Again, in his account of the creation of the earth, the author states, as positive facts, things about which theologians and scientists are anything but agreed; and he manifests a readiness in assigning the reason why Providence formed the earth, in this or that manner, which is far from reverential.

The illustrations are excellent, and are indeed *the* feature of the book. In some few pictures the perspective is a little puzzling; thus, in the beautiful "View among the Andes," on page 39, we cannot understand how the bird and quadruped, on the left of the picture, can be as tall as the towers and spires of the city which lie below and before them.

The second part, "Civil and Local Geography," is a mass of direct questions upon maps of the usual character. These maps may be "remarkable for their clearness," but it is clearness at the expense of truth, for the concept of the earth's surface they are likely to awaken is utterly false.

On the whole, this work hardly possesses the superior excellence which is claimed for it. The first part is a respectable treatise on Physical Geography, and that is all. In the hands of a teacher, who will make a careful selection from the matter presented, it will prove useful, but it is scarcely fit for a child's text-book. J. G.

YPSILANTI, March, 1866.

OTTO'S FRENCH CONVERSATION GRAMMAR. *Revised by Ferdinand Böcher.* Boston: S. R. Urbino.

It is with great pleasure that we direct the attention of all lovers of the French language to this publication. After a thorough examination of it, we came to the conclusion that we were owing it to our pupils to introduce this work into our French classes, in preference to all others with which we are acquainted. Our experience, thus far, has justified our choice. The work is translated from the German, and is based upon the second edition of Dr. Otto's French Grammar, which appeared at Heidelberg in 1863. It is particularly fit for a text-book in our schools for the following reasons:

1. *It is short, without being superficial.*

Upon 204 pages it contains as much essential instruction as many other works upon one-third more pages.

2. *It is logically arranged.*

Every thing which belongs to one heading is fully exhausted, in a rational manner, before introducing a new subject. We often find, in French grammars for instance, a lesson, or a part of it, devoted to the definite article singular. After several lessons its forms in the plural number. In another place it states when the definite article is used in French and not in English, or the reverse. Again, in another place is the partitive article treated of. Such a scattering of the subject matter causes confusion in the mind of the pupil, and makes a clear survey of the whole, which is absolutely necessary,

more difficult. The rules are given in a clear and concise language; particularly those having reference to pronunciation are presented in a masterly manner. Why the reviser, Mr. Bôcher, thought the introduction of the Latin cases, nomative, genitive, dative and accusative, would confuse the American scholar, we can imagine, bnt do not agree with him. This, however, is by no means an essential point.

3. *Its course of instruction is a progress, in a natural gradation, from the easy to the difficult.*

4. *Theory and practice go hand in hand.*

Each lesson contains, 1. The rules of the grammar, well illlustrated; 2. Vocabulary; 3. An English and a French exercise; 4. A conversation exercise.

5. *Its outside appearance does credit to the publishers.*

The print is large and clear, the paper good, and the price, $1.75, it seems to us, is very reasonable.

In connection with this grammar are published, by the same house, a number of easy French plays, called, "College series of modern French plays," namely: "La Bataille de Dames," "La maison de Penarvan," "La Poudre aux yeux," "Les petits oiseaux," "La joie fait peur," "Melle de la Seiglière," and several others.

Well selected plays are justly considered the best means to learn to converse in any foreign language. For younger pupils the above plays would be unfit, on account of their contents. The same house has therefore published another series, entitled, "Modern French plays for children," namely: "La petite Maman," "La vieille cousine," "Comerce on fait son lit, on se conche," "Le testament de Madame Patural;" and several others are in preparation. J. Bengel.

Ypsilanti, March, 1866.

Detroit Advertiser and Tribune. *Volume XXX.*

We take this occasion to acknowledge our indebtedness to this valuable journal, and to invite the attention of our readers to some of its excellencies. Many of the most interesting items in our department of "Educational Intelligence" are derived from this source. By means of competent correspondents in all parts of the State every important event which transpires in any of our cities or hamlets is recorded in its columns. Particular attention is given to religious and educational matters. Special reporters are sent to the various meetings held in the interests of these causes, who prepare for this journal, not only a history of proceedings, but also an abstract of the addresses made and the papers read.

The Advertiser and Tribune always espouses the cause of truth, purity and right, and constantly appeals to the higher feelings and emotions of humanity. It maintains its political opinions with firmness, yet always with due regard to the opinions and sentiments of its oponents. We believe the paper to be worthy of its extensive patronage, and take pleasure in speaking thus of its merits,

— We have received from Root & Cady the following pieces of music:

Songs—"The Ship that Never Returned," "Ring the Bell, Watchman," "I wonder why He comes not," "Come Home, Father," "Is your Heart still the same," "Lillie of the Snow Storm," "Andy Veto." Instrumental—"Golden Dream," (Waltz), "Forest Temple," "The Miller's Song."

The second number of *Our Song Birds*, "The Robin," is just out, and will be welcomed by all little folks.

CONCERNING BOOKS AND PERIODICALS.

— Mr. J. M. Gregory is soon to publish his series of Historical Charts, which have become so favorably known in connection with his Historical Lectures, and in his discussions of methods of teaching History, given in Teachers' Institutes.

— There is to be a new educational journal in Pennsylvania. *The School Journal* recently criticised the last report of the State Superintendent in no measured terms, and the State patronage is to be given to the new journal. *The School Journal* evidently thinks that the present Superintendent ought not to be reëlected, but is too modest to suggest his successor.

The Wisconsin *Journal of Education* has again appeared. As the new editor, Mr. William H. Peck, informs us, the *Journal* has not been *dead*, but *sleeping*, and judging from the appearance of the present number it has been refreshed by its little nap, and is now ready to fall into line again. We are glad the teachers of Wisconsin have done this sensible thing. It is a positive disgrace to the teachers of any State to allow their professional journal to *die*, or even *sleep*. It indicates, as nothing else can, the absence of a healthy public spirit and desire for improvement. And what an easy thing to have a first class educational journal. *One hundred and twenty-five cents from each teacher in the State!*

— *Barnard's American Journal of Education*, for March, has been received. The following is the table of contents:

Portrait of Rt. Rev. Alonzo Potter. I. Public Instruction in the Austrian Empire; II. The Nature and Value of Education; III. The Dignity of the Schoolmaster's Work; IV. Documentary History of Normal Schools in the United States; V. The Original Free and Town Schools of New England; VI. Glimpses of the Means and Condition of American Education prior to 1800; VII. Schools as they were; VIII. Female Education as it was; IX; American Educational Biography; X. History of the Educational Associations in the U. S.; XI. National Bureau of Education; XII. Advice on Studies and Conduct.

This journal is of great value, and deserves extensive patronage. The principal of every public school in Michigan should subscribe for it. Address Henry Barnard, Hartford, Conn. Price $4.00.

Blackwood's Magazine for February, *London Quarterly Review*, and *Westminster Review* for January, republished by L. Scott & Co., New York, have been received. They contain articles as follows:

Blackwood—What will the Government do? Sir Charles Fossbrooke, Part IX; Memoirs of the Confederate War for Independence, Part VI; A Visit to the Big Trees; Religio Spenserio; General Lamoriciére; Miss Marjorbanks; Part XII; Stuart Mill on Mind and Matter; Cornelius O'Dowd, Part XXI.

London Quarterly—Livingstone's Zambesi; Simon de Montfort; Tennyson's Enoch Arden; M. Sainte Beauve; Grote's Plato; Miss Berry's Memoirs; Palgrave's Arabia; Caricature and Grotesque in Literature and Art; The Coming Session.

Westminster—John Stuart Mill on the Philosophy of Sir W. Hamilton; Precursors of the French Revolution; Lord Palmerston; Coleridge's Writings; Physiological Experiments; The Polish Insurrection of 1863; Dr. Livingstone's Recent Travels.

— *Every Saturday*, No. 14, contains an article from *All the Year Round*, entitled "Atoms," which will interest our readers.

— *The Student and Schoolmate*, edited by "Oliver Optic," is a very valuable magazine for the school and fireside.

ERASABLE LEAF TABLET.—We look upon this as a very valuable invention. The tablets are of convenient size, just large enough to slip into an ordinary book. The surface is beautifully white, and is readily written upon with a lead pencil. A moistened bit of cloth or sponge easily removes the marks. It is superior to anything of the kind we have ever seen.

NORTH AMERICAN REVIEW, No. CCXI, APRIL, 1866.—The leading articles are as follows:

I. The Error of De Tocqueville; II. Military and Martial Law; III. Character; IV. The New York Herald; V. Carlyle's Frederick the Great; VI. Our Diplomacy during the Rebellion; VII. International Arbitration; VIII. Dante and his latest English Translators; IX. The President on the Stump; X. Critical Notices.

Under X will be found a review of "Bigelow's Address on the limits of Education," which we commend to the attention of our readers. Boston: Ticknor & Fields.

— Books were never so high as now. Paper holds stiff at its highest prices, and there is no retrocession yet in any of the other elements of cost. Volumes that used to cost $1.25, are now retailed at $2.25, and no sort of book of any account is lower than $2. This cannot last long, however. The internal revenue taxes on paper and books can hardly fail to be taken off before Congress adjourns; the carnival of the paper manufacturers must soon cease; and here, as with other luxuries of life, low prices may be confidently expected with the opening season. So at least thinks the Springfield *Republican*.

—Messrs. Ticknor & Fields have just issued, in book form, the papers on geological subjects lately contributed to the *Atlantic Monthly* by Prof. Agassiz.

The high standing of the author, with the popular character of the work, will render it just the thing for those who would post themselves on the latest developments of the science of geology without going into all its abstrusities.

— Holmes, Longfellow, Hawthorne, Mitchell, Charles Reed, Mrs. Stowe, C. G. Leland, Trowbridge, Whipple, and the author of the "History of Charles the Bold," are among the contributors to the last month's *Atlantic*, which was a larger number than usual by sixteen pages.

— The Harvard College students have started a new magazine, a 16 page quarto, published once a fortnight, and called *The Collegian*.

— Mr. Fields, the Boston publisher, has a library of rare books, either in themselves or their special associations. There are volumes formerly belonging to Addison, Pope, Wordsworth, Byron, Leigh Hunt, Charles Lamb, Campbell, Sir Richard Steele, Shelley, Walter Scott, Coleridge, and Gray, the author of the "Elegy," with their autographs, and often free notes on the text.

— An American edition of "The Chinese Classics," including translations of the writings of Confucius and other learned and pious Chinamen, will soon appear, revised and edited from the English edition by Mr. Baker, of the Worcester public library.

— A book of Sir Morton Peto has just been announced in London, containing the results of his observations in his recent trip through this country.

— The number of works published by the late Mrs. Sigourney was 56, in addition to over 2,000 articles contributed to various periodicals.

— Professor Buschmann, librarian of the Royal Library, and member of the Academy of Sciences at Berlin, has offered to the Emperor Napoleon the original MSS. of "Cosmos."

Lossing, the historian, is now on a tour through the South for the purpose of examining and delineating the battle-fields of the great war, for the second volume of his work.

EDITORIAL NOTES.

NEW subscribers, and those who have not yet paid their subscriptions, will recollect that the price of the TEACHER is now $1.50.

Several articles intended for this month's issue have been crowded out. We trust both correspondents and readers will be patient.

In other States, educational journals are supported in part by public appropriations. THE MICHIGAN TEACHER does not receive a farthing from such a source, and its prosperity must depend wholly upon the intelligence, enterprise and public spirit of the teachers of the State.

THE

MICHIGAN TEACHER.

VOL. I. NILES, JUNE, 1866. No. 6.

REV. JOHN M. GREGORY, LL. D.

BY E. O. HAVEN, LL. D., PRESIDENT OF THE UNIVERSITY OF MICHIGAN.

IT is a delicate work to delineate the character and influence of a living man, and especially of one who has intimate associations of labor and friendship with the writer. Such a life is not to be symbolized by the monument of stone, exquisitely wrought, complete and passionless, but rather by a tree, still vital and increasing in magnitude, and clothed with foliage, blossoms and fruit, and every stage of advancement. Shall friendship speak? It may be construed into flattery. Shall criticism make bare his weapons? Who dares to put the scalpel into a living, breathing body? Shall his life-work be described? Who is pleased with the photograph of a building half completed, with the loose material lying thickly around it, and the scaffolding not yet taken down?

Yet, in spite of these obstacles, the editor of the *Michigan Teacher* has given the word of command, and the order must be executed.

John M. Gregory was born in Sand Lake, Rensallær County, New York, July 6th, 1822, and from childhood enjoyed the advantages proffered to all Americans whose parents are industrious and moral. Like other children of such parents in the rural districts, he was sent to the public schools in the summer while young, and constantly in the winter, till he reached the age of 17. The public schools of his native State had already been greatly improved, and he had opportunity to form and indulge his taste for reading by recourse to a District School Library, of which he made good use.

At the early age of 17 he began his career as a teacher, and devoted only six months more to study as a pupil, in the Dutchess County Academy, Poughkeepsie, N. Y. He was admitted to the Freshman class in Union College, Schenectady, N. Y., in 1842, (at the age of 20,) and graduated as Bachelor of Arts, in 1846. He then devoted himself to the study of law for two years, in the offices of Judge Paige and Potter, of Schenectady, and in an office in Schoharie county. His clear perceptions, thorough study, logical mind, and ready speech would have ensured him great success as an advocate or jurist, but at this time, under the influence of what seemed to him a religious duty, he relinquished his plan of pursuing the legal profession, and became a preacher of the Gospel. His religious connections were with the Baptist Church.

Having spent a portion of his time, while completing his college and professional studies, in teaching public and select schools in various places, among which may be mentioned Deposit and Hoosic Falls, N. Y., it was very natural that he should find himself, as he did in 1852, at the head of a flourishing classical school in Detroit. While here, his labors in the school room, in teachers' associations, in the pulpit and before Sunday Schools, soon gave him a conspicuous place among the friends of education in Michigan. He, and Prof. A. S. Welch, then Principal of the Normal School, and the writer of this article, projected, and under the auspices of the State Teachers' Association, established the *Michigan Journal of Education*, in 1854, which was wholly committed to the editorial charge of Mr. Gregory in 1855, and edited by him alone for five years. Under his charge the *Journal* attained a wide circulation and a high character, a large portion of it being the product of his own pen. He has also contributed much to other periodicals, educational and literary.

In 1859 he entered upon his duties as Superintendent of Public Instruction, an office to which he has been re-elected twice, serving in all six years, and to which the people would have been glad to to re-elect him again, but for his positive refusal to accept the nomination. In this office his labors were arduous, well directed and successful. Indeed, it has been as Superintendent of Public Instruction that he has become especially known as a man of broad views, accurate thoughts, and an earnest successful administrator. His six Annual Reports, making an aggregate of over four hundred pages, aside from their local and temporary objects, express truths and opinions worthy of careful study. They have greatly affected public opinion on educational matters. He has given to the public a valuable compend of the school laws — largely prepared by his predecessor in office — but

enlarged and explained by original notes. A second edition of this work has been published with more notes, and thus he has contributed more than any one else to produce system and uniformity in our schools.

Dr. Gregory has published several addresses, at the request of the audiences, among which may be mentioned "The Soul and the Truth," addressed to Sunday School teachers in 1853; "The Relations of Normal Schools to the Public Schools," delivered at the dedication of the new building of the State Normal School at Ypsilanti; an address before the American Institute of Instruction in 1863, entitled "The Problem of Education;" a Eulogy on President Lincoln, and several others. Comparatively few, however, of his addresses on education have been printed. He has been in labors abundant, and all over the State is well known for his active work in Teachers' Associations and other educational meetings.

As a speaker Dr. Gregory is ready, forcible, clear and correct. He speaks much without notes, even when carefully prepared, and is at any time ready for an extemporaneous address. This renders him an exceedingly useful man in a convention.

In 1865, having declined a renomination as Superintendent of Public Instruction, he accepted the Presidency of the Kalamazoo College. Here he entered upon a field of labor for which he is eminently fitted. As an instructor, an administrator, and as a preacher of the Gospel, his experience, industry and personal influence have full scope. Under his direction the College is rapidly growing in endowment and influence. Its friends are rallying around it, and it bids fair to become one of the strong and prominent centres of educational power in the State. On entering upon this office, Rev. Dr. Gregory gave an Inaugural Address, since published, on "The Right and Duty of Christianity to Educate," which, for its sound philosophy, earnest Christian spirit, and vigorous style, deserves to rank among the first class of educational addresses.

In 1866 Madison University conferred upon him the honorary degree of LL. D.

We have thus briefly epitomised some of the prominent and external labors of our friend, but how imperfect is such a sketch of a man's life! How inadequate to express his real character! This cannot yet be analyzed. May what has been already wrought by himself prove to be but the lower story of a more magnificent structure, and may it be long before the top stone is lifted to its place, and men shall say the monument is completed!

CONTRIBUTIONS TO GEOGRAPHICAL METHODOLOGY.

2.—IS GEOGRAPHY A SCIENCE?

IN the preceding article it was attempted to present some of the leading points in Carl Ritter's view of geography, in so far as these concerned the nature of the earth and its relation to organic nature. These may be briefly stated as follows:

1st. The conception of the earth, as an *organic whole*, existing in *space* and *time*.

2d. The conception of this organic whole—this *organism* as manifesting phenomena peculiar to itself which constitute its life.

3d. The conception of its relations to the three secondary organisms as *dynamic* rather than *static* in their nature.

4th. The conception (as a result of first, second and third,) of the earth's *individuality*.

In the light of these conceptions we now come to consider the question, "Is geography a science?"

And first, it is a fact of some significance that this has been answered in the affirmative—either by implication or direct assertion—by the majority of European savans who have written during the last half century. Whatever differences of view have arisen they concern either the quantity and quality of its subject-matter, its classifications, its precise position among and relation to the other sciences, or (in some few instances) the fitness of the term "geography" to characterize the science in its present advanced stage.

Among ourselves, however, a different state of things prevails. In the prefaces to some text-books we indeed find authors stating their purposes to "treat the subject as a science," but the context shows that they attach a sufficiently vague meaning to the expression. Thus a recent writer (Monteith) divides his book into two parts, of which the first, covering the ground of so-called "Physical Geography," is entitled, "Geography taught as a science." and the second, "Local and civil geogpaphy." In this latter part geography is apparently taught *not* as a science, and setting aside the misuse of the word *local* (*all* geography is *local*) it is obvious that, notwithstanding the employment of the expression "science," our author is far enough from the conception of his subject-matter as constituting an organic whole. On the other hand, we do not lack direct denials of the title "science" to geography. Thus it has been said by an eminent educator, "Geography is a description (?) of the earth's surface. We find, according to

our definition, that geography includes the entire surface of the earth, and of course all (?) objects situated thereon. Taking this view of it, —and *there is no other to be taken*—we find that it includes all the sciences, but possesses the classification of neither of them." Again, "we find a knowledge of geography consisting in a few isolated facts, collected in the mind without any regard to order or classification; having nothing of the certainty which marks the sound truths of Botany or Chemistry. The latter are *knowledge* being acquired accordiug to uniform laws; the former is merely *information* having no classification. The law of classificatisn in botany is resemblance; in chemistry cause and effect. Geography has no law of association, no classification.." Mr. W. Wells, in his excellent "Lessons in Physical Geography," says, "Physical geography is not a distinct science, but a summary of or gleaning from many sciences. * * * * An exhaustive Physical Geography would exhaust all natural science." This is in part true. Physical geography is not a distinct science, but its facts form an important constituent of the "Science of geography." That the remaining statements lack foundation we hope to show hereafter.

Whence comes this difference of opinion? Why should European writers take a view of the nature of geography which American writers discard? Perhaps the explanation lies in the following considerations. In Europe the works of the masters form the basis of opinion, and it is simply impossible to doubt the scientific character of geography when presented by such writers as Humboldt and Ritter. With us opinion must necessarily rest upon the material at hand—school compendium —and that these present a scientific view of the subject, no one will assert. Again, in Europe, and more especially in Germany, effort is made to acquaint the common school-teacher with the most advanced views of the nature and method of geography, and works with this special end in view are quite numerous, amounting, up to the year 1850, to about two hundred. Ritter himself has repeatedly written upon this subject, and his views, adopted and applied by numerous enthusiastic disciples, have completely revolutionized the character of geographical text-books. In addition to this, the majority of text-book writers are pedagogians of the first rank, and thus penetrated with the spirit of their masters in their science, and possessed of an exhaustive knowledge of the pupils' nature and the needs of school, they can scarcely fail in producing works of the highest excellence. But the production of American and, to a great extent, English text-books is to much in the hands of mere book-makers, and as these persons possess an equally limited knowledge of both geography and pedagogy, the result is a flood of defective books, each new one a hash from the

preceding, and as like them as one egg to another. It is not to be wondered at that educators declare that the unscientific character of geography demands its exclusion from the schools, and that the geography lesson is the most spiritless and tedious part of the teacher's work.

But however it may have arisen, the opinion that geography is not a science exists, and the question of its correctness remains. Although the remarks in support of this view, which were quoted above, were intended only as indicative examples of a prevailing mode of thinking, they contain the substance of all the arguments that can be adduced. Geography it is urged is not a science, because it has no classification; it has no classification because, being a composite of matter borrowed from several sciences, it must necessarily borrow a classification at the same time, and hence is nothing but a mosaic of variously grouped incongruous fragments, having no relation to each other. The data composing these fragments may, indeed, possess a certain classification themselves, but the groups thus formed are isolated — they cannot be brought under any general concept, (law). Obviously, if this is true, it is nothing else but a waste of time to make geography a special topic of instruction, for it were much better to communicate its subject-matter in the sciences to which it belongs.

The meaning of the word "Science" is itself not a little cloudy. *Scientific knowledge* is distinguished from common knowledge by its knowing, not merely the phenomena, but also their amount.* Thus a physicist not only knows that an unsupported body will fall to the ground, but also through what space it will fall in a given time. It will scarcely be denied that geographical facts possess this quantitative character, and hence they are obviously scientific facts. Indeed, the objections previously referred to are somewhat suicidal in this respect. For if, as it is urged, Geography includes all the sciences, it must include the so-called "sound truths" of Botany and Chemistry, and it is difficult to see how this act of inclusion can change them from *knowledge* to *information.*

But while it is plain that all exactly measured knowledge is scientific knowledge, and that geographical data possess this character, whether we can view these as constituting "a science," in the same sense as the data of Botany or Chemistry, remains to be shown.

Strictly speaking, those bodies of doctrine only are sciences which are derived deductively from premises; these premises of course being previously established inductively. Astronomy furnishes a perfect example of a science in this sense, for its results are, or may be, reached

* Herbert Spencer: *Genesis of Science.*

by calculation from given data observation by the aid of instruments coming in merely as an act of verification.

In a wider sense, however, any group of phenomena so closely related as to form an organic whole, constitutes a science. This group then can form no accidental aggregate, but must be co-ordinated by a systematizing scientific principle or law. Thus a science may be defined as a "body of phenomena viewed with constant reference to one fundamental law or concept, expressing itself through a certain series of phenomena." Botany, for instance, has for its fundamental principle the typical concept of a plant, and its objects are classified by their resemblance to this type. Whenever it becomes necessary to employ subordinate principles in further subdividing the phenomena, they must evidently possess a nature in harmony with the fundamental concept. Such in Botany is the concept of a family or genus. This view of the nature of a science seems to be the one held when it is objected that Geography is not a science, but rather unclassified information, because it lacks a principle of classification. If now it can be shown that such a principle exists for geography, its claim to the title of a science is at once established. Furthermore, if geography is a science, the charge that it is a conglomerate of the sciences at once falls to the ground, although this charge can be abundantly refuted on other grounds. Let us then enquire whether there exists for geography any general concept which is or may be used in classifying its phenomena.

(To be Continued.)

REFLEX INFLUENCE OF TEACHING.

BY MISS MARY A. RICE.

[Read before the Normal Teachers' Association, March 7th, 1866.]

ONCE more it is our happiness to greet the alumni and students of the Normal School in this association. Veterans, perchance returned to talk over hard fought battles—delicate forms which have been potent for good—starry eyes which, looking toward the star of truth, have lured others to it—young brows covered with a glory seen only by the angels. Welcome are ye all to this our "Alma Mater," where years ago you came to form the useful characters which you now possess. The years of study here were to some of you at least years of severe discipline. It cost something to leave the cheerful fireside, where the hickory blazed on the hearth, and the father

and mother, and younger brothers and sisters circled round,—to go to the Normal School with rooming in an unfinished attic, and midnight study in prospect. Then you preferred discomfort to ignorance, struggle to inglorious ease. Once in the school, and you felt your souls opening and expanding under the illumination of scientific truths, in the light of facts so near yet hitherto so unknown; you were glad that you had come, and ceased to feel the discipline only as a soldier feels the effect of drill, in a more perfect self-command.

You began to realize that your powers were subject to your will, that you would soon be able to give them direction; and you, as good Normalites, then and there dedicated those powers to the service of the State.

And soon you went forth with the blessing of all good people upon you, thinking of your work, and how you would do it better than it had yet been done. You went out in all the ardor and hope of a first effort, and I query how you liked your profession, what you have wrought in it, and what it has wrought in you.

I will not ask of all which you have done. There is a record where all your self-sacrifices, your patience and devotion, are written in imperishable lines; and there is a summer day's record in your memory which you would not willingly erase, where fresh spring flowers and the merry voices of children mingle.

Nor need I ask what you have done; let our union schools throughout the state, with their discipline and learning, reply.

The direct influence of teaching is patent to all; and how we teach, and how much we can teach in a given time, greatly concerns the public, whose servants we are; but to the most self-sacrificing pedagogue, who has traveled so completely out of himself as almost to lose his identity, there still comes an occasional ebb and flow of feeling, the cause being himself.

When the moonlight falls upon the school house, and he falls into a reverie, in some out of the way corner, questions which he dared not listen to at other times assume palpable form and definite proportions.

After all what effect has this profession upon my success in life, upon my health, purse, manners, looks, disposition, upon my social value, my æsthetic, intellectual and moral nature.

When the query in regard to health is mooted, you undoubtedly feel a choaking sensation in the throat as of croup, and have a vision of red flannel, or are startled by a twinge as of neuralgia, which came to you upon exchanging a warm snug bed with snowy linen, for an inhospitable squeaking machine, around which the night wind whistled, the stars peeped through the chinking. You can recollect but few

blooming teachers, either they pale and die, or get married and, leave, of course, or become *imperishable fossils.* Undoubtedly the hygeian effects of teaching will never be recommended for nervous or delicate invalids.

A man to be healthy must have air, water, exercise, and the privilege of laughing heartily and being floolish sometimes, the possibility of rolling off his burden once in twenty-four hours; also, the opportunity of dozing quietly after dinner. Some of which things are contrary to the *proprieties*, and others simply impossible in the situation.

Next comes the vision of the schoolmasters purse—what a paradox! It seems "Like the baseless fabric of a vision," long, lean, lank, or small and shrivelled up, so seldom is it disturbed. It is absolutely a ghost that haunts all midnight rest and waking dream the *ghoul* that devours the flesh from off the schoolmasters bones, and then people smile and say, "How cross that man must be to grow so lean."

As nearly as I can find out, a woman who teaches seldom carries a purse, simply because it is quite unnecessary. And here pardon a few notes of interrogation and exclamation,—for some names have not that repose which marks the caste of Vere de Vere." What is the reason that woman's wages are so ineffably mean? Is it because she cannot teach, or because she cannot vote? Does it come of the multiplicity of women? If so, it were a great philanthropy to decimate the sex. There is a deep pity underlying the barbarian for destroying female infants, since they are expensive, good for nothing, and never can be. So the superfluous commodity is rolled off upon the gods, who onght to be ashamed of their malicious gift.

And looking at our profession through the pecuniary medium, I own that I tremble for the noble young women entering it, for I can see nothing before them but the struggle of toil and the chilliness and narrowness of poverty; and nothing but the God sent gift of love can hallow, and beautify, and glorify their thankless unrewarded labors.

As our school master sits in his out of the way corner, visions of men of his own profession pass before him—some sad and crushed, some bald and crestfallen, others pale and seedy, and strange to tell some stiff and pompous, and quizical looking. He shudders instinctively, for he has one natural desire left, and that is to look like others in the common brotherhood of man; and it piques him to observe some oddity in each which would not only throw them into one common class, but also out of the company of agreeable people, and he frets and wonders which of them he shall resemble. Then, as by magic, he sees a face around which beautiful lines of thought, embody that full and varied expression suggestive of that power in repose and of

that self-sacrafice in action which his imagination had formed of the *possible* teacher.

While he dreams and doses let us look at some portraits of the school master, embodying the popular idea.

We will not look at any of Dickens', because they represent extreme developments, if they may not be regarded as caricatures; rather let us choose one drawn to represent the right man in the right place.

Did you ever observe the contrasted impressions made while reading the description of the Pastor and the Pedagogue, in Goldsmith's "Deserted Village?" The first is a most noble, lovable portrait, which looms up unawares into something grand and poetic; the latter has nothing of beauty or love, excepting the love of science, which alone must be very cold. No drill or self-sacrifice of his ever rises into the heroic. He is described as "severe to view," as "wearing traces of the days disasters in his morning face," as making his pupils laugh to order, which is a sort of petty tyranny, and as having a broad reputation for ciphering, surveying and debate.

The entire picture seems to us distasteful, portentious, cold and unquiet, nor any lineament do we find of that school master for which the world is waiting.

Now this picture is a correct embodiment of the popular notion, which always has a foundation on truth, so that the fault cannot be in the idea, but in the class represented by it. I say the class, because there have always existed a few wonderful and influential teachers, from Plato and Aristotle among the Greeks to Dr. Arnolds and Mary Lyons of a later period. A correct portrait is always "like," and if the likeness don't suit your fancy, why you must improve or change the sitter. I know of no other way.

The tendency of teaching is to stiffen and cramp the manners, not because the work is ignoble, but as it consists in part of lopping, lifting and pulling, a man gets weary — and as he is generally acting as a senior or superior, he finds himself in a strange, apparently false, position when he meets men on an equality in society. I said equality, nay often, notwithstanding his deep researches, he confesses that business men have a greater breadth of view, and more current knowledges. In school he sits as a monarch, class-book in had, to measure the minds before him. There is a temporary power that gives dignity and a sense of responsibility. But in society his class-book is gone, his hands are empty and no one cares what his mark may be. The system of marking here is new and perplexes him, his specialities are unknown or ignored, and few men care whether "can love" is parsed together or separately, so his staple for oratory is excluded.

Doubtfulness of position is very embarrassing to any one, and the exact status of the teacher's position in the social scale has never been satisfactorily defined,—I mean in this coutry, for in Europe the teacher ranks with other professional men below nobility, but above the wealthy burgher. His place is recognized as respectable and necessary, a complete thing in itself, and not merely a stepping stone to something else.

With us teachers are merely men in the transition state, estimated at a retrospective or prospective value, while their teaching gives them little or no "prestige," and we instinctively blame a man for giving his entire life to an occupation that effectually closes the door of a possible manly achievement upon himself; to a labor of sowing seed into fresh soil which, nevertheless, from the nature of the case shall not perfect its fruit until he shall have passed beyond the reach of worldly applause. Yet some men have made the venture, thank God! With us the passion of wealth, genius or practical knowledge defines position clearly, but the golden key that unlocks the barred gates of caste is seldom grasped by the same hand that holds the ferule; the science of money getting he cannot teach, so that he is not beckoned higher, and his genius, if he had any, is in a state of unmitigated quietus from the effect of opiates administered at never-to-be-forgotten periods, that he might toil on with less flutter at the heart and fewer rainbow tints flitting between him and his work.

ÆSTHETICAL TENDENCY.

A distinguished teacher once asked me how much I thought the schools did for a man's æsthetic nature, and his question has lodged itself in my mind as a sort of chronic query ever since. The æsthetic nature, like the animal, requires suitable food to promote its growth, and the inborn hunger for beauty requires the presence of the beautiful in nature and art—it craves recognition and supply of the appropriate object.

I will not say that the teacher enters a field singularly devoid of this pabulum—let us see. Now I never heard of a schoolhouse whose position was chosen *simply* for its local or prospective charms, but generally because it will accommodate the district. Talk of "country grave yards!" they are nothing to country school premises. The building, commonly devoid of architectural beauty, and shorn of some of its clapboards, stands hopelessly in a sort of miniature desert, with an aspect bleak, dilapidated and forlorn. Surely the teachers æsthetic sense finds no corresponding harmonies here, so he enters within where all is angular and suggestive of torture.

No sweet pictured face looks down into the upturned faces of little children, who would far sooner treasure up its loveliness than to make such ugly caricatures as may be seen sometimes about the desks; and the sun looks down unchecked by shutter or curtain, holding high revel with the myriad dust atoms and swaying cobwebs.

Ret there may be some teacher who can create beauty even here, whose skillful hand can decorate the blackboard with graceful, outline sketches, arrange the vase of flowers in summer time, or festoon the dreary walls with the hemlock or ground pine when the snow is drifted in heaps around.

It is true that there are golden sunsets which he will see in common with other men — lovely aspects of field and wood, and farms of wondrous loveliness among the unconscious children, but after all he must live more in the real than the ideal, drudges more than he soars, contemplating bare, stern facts, and has greater use for his common sense than for his æsthetic sense. So, if the master would not be a terribly common-place man, he needs must get out of his treadmill once in a while and stimulate and feed his taste for something beside the strictly practical.

It is said that teaching makes narrow minded men, that it dwarfs and cripples intellect. Now this depends upon circumstances, modified of course by natural temperament. If one who had graduated with honors should spend a life time in teaching the rudiments of science by established methods, I think he would experience a retrograde mental movement. By that unconscious comparison which the mind is always making, his attainment would appear so vastly exalted that he would see but little more to desire, and he would fall into a state of dreamy self-satisfaction, as though he had reached the goal of man's ambition.

But if the same teacher has his best powers taxed by eranest, analytical headed why-do-you-do-it pupils, who have an aim in study, then will he advance surely, not only in communicating truths, but in acquiring them, which, says Carlyle, is man's greatest work.

In order to preserve the intellect intact the teacher must be an independant thinker and laborious student. Never be ashamed to have people know that you study to teach — that your power in the class is the result of classified and assimilated knowledge, that you recognize in yourself a progressive being, and are in full sympathy with the student from a daily experience of the strain and toil of mental labor.

Teaching should make you eclectic and philosophic; true, it may limit your researches and the application of your philosophies, but let it at least quicken and deepen your thought. You should be able to

erect theories of your own, being independant to a great extent of text books,—which can never be done without great labor and ingenuity.

Teaching is a profession that compels mental exercise, although genius is not requisite to, or even compatible, with it.

MORAL EFFECTS.

It has been remarked that men who have been life-long teachers are singularly pure and free from outward blemish. This results partly from the situation, as the vices of children have no fascination for them, and they are to a great extent shut out from the temptations that beset men in other professions. Still there are provocations to anger, fretfulness, injustice, (revenge) and heart sickness, which if not resisted will destroy amiability and consequently usefulness.

This profession cures heretical notions, pushing a man against his will into a saund orthodoxy. It convinces him of total depravity, and yet brings him so completely into sympathy with human capacity and human struggle, that he ceases to wonder at the incarnation of a God. It confirms him in a belief of special gifts to particular persons, and of the necessity of purifying fires for others. It humbles him by bring-ing the knowledge that much of art is not teachable, and that the highest branch of human science is the scientific recognition of human ignorance and imitation.

There is, however, no man more likely to mistake his time of day than the schoolmaster. He enters the profession a young man; terms come and go each like the other. His pupils are always young, and looking upon their fair brows, he repudiates the doctrine of grey hairs. His life has been so uneventful, he has had so few days to date from, and has seen so little of the world of men that, notwithstanding many trials, life has for him something of the mirage of youth, and his heart, green as a shamrock, denies what men affirm, viz., that he is becoming old.

Perhaps some one says just here,—What is the use of so much talk-ing about reflex influences, murmurs something about teachers being a miserable minority in the body politic, and that they get their pay and more too? My friend, this reflex influence is important because it modifies all direct influence, because as we are moulded so we mould others; and because the teachers manhood educates more than the text-book, leaving upon the pupil forever the scar, or the impress of beauty.

If the teacher is overworked or over much pinched, he must inevit-ably come before his classes sour, or at least saddened—in a sorry negative state, and can neither gain or hold their attention; whereas

he needs to be a sanguine magnetic man, who has worked just enough to feel a delightful glow, which makes his mind a center for that mysterious interplay of thought which must exist between him and his pupils if he would bring them as one mind to a given point.

We left our schoolmaster in a troubled doze, watching the fantastic promenade of unreal gentlemen of the profession, and took up his discourse rather unceremoniously ourselves.

Let us look at him once more, for he has fallen into a soft, deep sleep; his arm falls nervelessly at his side, and his face is radiant with an inwrought expression, such as none but good men wear; and as we have dared to divine his thoughts heretofore, we will again. In his dream he is traveling over rough and thorny ways — still, in an upward direction. Suddenly, there are flowers instead of thorns, and waving trees instead of stones, and he stands before a gate which is one pearl, over which is written, "This is the gate which the righteous shall enter." So he weeps and trembles, and dares not knock, even, because in the valley below he had been so completely absorbed in his life work as to forget to make an inventory of his virtues.

But the angel who has charge of the beautiful gate beckons him to draw near, and tells him to enter as his name is written in the great book, adding that no faithful teacher has ever been refused admittance, and that he is no longer poor and must be no longer sad; that he is now in possession of great wealth, once in revision, and that a crown awaits him, set with jewels, which are the living souls of men.

Before entering he turns and looks upon the valley below. How changed are its scenes from this standpoint! and how changed too that life which now assumes palpable form before him. All its humiliations are suddenly transformed into a glow which is fast settling round his own head, and where the blood trickled from his feet there are springing flowers which shall never be plucked without prayer and benediction.

Joy rises in his soul and he turns to enter, the "wondrous gate on golden hinges turning," when lo! the vision is disolved — it is only a vision — one of the singular illusions of the schoolmaster's brain. His fire has burned low, and the lamplight is streaming o'er the leaves of Davis' Algebra, opened at page 125, where *x plus y* is involved the *m plus 1* power.

— An Englishman being asked how he spelled saloon, replied: "With a hess, a hay, a hell, two hoes, and a hen."

CLASS RECITATIONS.

BY L. J. MARCY. PRINCIPAL OF BARSTOW UNION SCHOOL, DETROIT.

IN graded schools, a whole class at once is benefitted by the recitations of class-mates, and the instructions of the teacher. The classified school is a *spinning-jenny*, drawing out many threads at a time. The unclassified school is an *old fashioned spinning-wheel*, whirling a whirl for each distinctive thread. It must be confessed, however, that machinery with *human nature* in it, is very liable to variations and derangement, even in skilful hands; so the following article may properly relate to keeping the machinery in good working order, rather than to the technical work of teaching.

In our common schools, however it may be in higher institutions, each pupil must receive much individual attention. If the class is larger than it should be, this personal work often becomes protracted and tedious; and is, therefore, much in danger of suffering neglect. Once on a time, the people of Warren, Rhode Island, were induced to attend an astronomical lecture, by the advertisement that Prof. W. would bring down his great telescope, through which each ticket-holder could view for himself the variegated landscape of earth's beautiful satellite. Some six hundred of us listened with marked satisfaction to the lectnre, and then formed in a dense crowd around the centre of attraction, where the upturned tube glimmered in the moonshine. But alas, for lunar expectations based on an advertisement. Waiting in the outskirts of the crowd till I became chilled in body and in zeal, without drawing sensibly nearer the coveted peep-hole, I withdrew disappointed to my lodgings, forcibly persuaded that prolonged attention to each of a very large class, is more than, at a late hour, can be reasonably expected; although the whole, to a considerable extent, may be conveniently interested and instructed *en masse*.

To get on expeditiously, let us suppose a school thoroughly organized, a teacher well qualified, and one, moreover, who studies his lessons the night beforehand. Let us suppose that excellent order and respectful attention are secured at an expense of not more than "*a third of the power in friction.*" All this is more easily supposed than realized; but just now, let us jump the many difficulties in the way to this point, by supposing again, that with good judgment, a strong will, and a fair chance, all this can be done, and *must be*.

A not very popular office of the teacher, but one deserving a separate consideration, is that of a firm and judcious task-master. Young people, as a general thing, do not form industrious habits quite as

naturally as ducks take to water. The little girl must knit her stent and show it to her mother, before she can go out to play. Unsatisfactory excuses will not be accepted; unnecessary assistance will not be given. In after years, who will suspect the old lady at her knitting, as practicing other than a natural gift. The teacher assigns a lesson, that students may have a definite work to do; and, in due time, hears the recitation in order to know if the work has been faithfully performed. There must be fidelity in the examination, or future tasks may be slighted. Some enthusiastic teachers so forget their place as to recite the lesson mostly themselves; not considering how much the industrious are discouraged by lack of opportunity to ventilate their knowledge, nor how much the idle are encouraged in their laziness by impunity. The taskmaster may explain difficult points, but he is not employed to do the work for those under his supervision.

The necessity of saving time for class drills, and for giving necessary explanations and instructions, gives rise to anxious inquiries after *sure* and *expeditious tests* of scholarship. It will serve to fix attention, and discourage the mere study of picked parts of the lesson, to draw cards or otherwise, to call the names in a miscellaneous order, after the questions are propounded. If any are neglected for lack of time, perhaps they are sufficiently exercised by being kept in a state of lively expectation; but there is danger in this, that some will soon begin to count on the chances of escape if they are not called out every time. Exchanging slates for correction answers a good purpose sometimes, and in some studies. To save time, I am in the habit of examining four classes in spelling, at once, in this way. A dozen words selected from the lesson are given to be spelled and defined. They are written with care, for boys and girls exchange with each other. The slates receive a passing notice from the teacher as they change hands. Mistakes are looked after, while the spelling of each word and synonym is read in the hearing of all. Reports are given and *marked*, as the names are called in the *class-book*. Those marked *perfect* are then called upon, orally, for a definition, in order to sift out and mark any frauds, or cases misreported. Sentences are then written from dictation, to be exchanged and corrected, which brings each of the one hundred to his own seat, with his own slate, in half an hour from the start. All this secures careful study, and affords a very animating and orderly exercise. Children are quite likely to know more of their own success and perplexities before recitation, than the teacher knows afterwards. It is often a great gain to let them report rapidly, and in order, what they have done, and what they have not been able to do; and then proceed to test the truth of their estimates, and to remove

insurmountable difficulties. Helps in some studies, as in arithmetic for example, are so easy of access, that similar questions outside the text-book, become a necessity. It seems needless to say that as circumstances vary, so must the management.

Let us glance at some of the influences in common use at recitation, to promote habitual preparation for recitation. An influence of the highest order, is a timely and judicious appeal to the child's sense of duty. Shall we wonder, however, at our need of auxiliary motives, when we remember that the best must say, "I see another law in my members, warring against the law in my mind?" Charming students into studious habits, by presenting knowledge in an attractive form, is an excellent plan, and should be largely used. But, amid the brisk competiton of funnier things outside, some "will not hearken to the pedagogical charmers, charming never so wisely." A common way is to sentence each delinquent to a stay after school till the lesson is "made up." Many claim that this method, perseveringly employed, will inevitably prove successful; but the indolent are quite as likely to settle by degrees to the situation, taking what comfort they can in it- or to struggle to extricate themselves by an appeal to "*home influences.*" Emulation, and respect for the good opinions of class-mates, may be allowed to operate, while the teacher, meantime, fosters the growth of correct and healthy public sentiment. When the teacher sees and appreciates successful effort, it is accepted by children as a *felt reward.* Marking the standing is as easy as knowing, and wonderfully magnifies the effect; and what a natural bond of union between the home and the school, is the true report prepared for parental inspection. Reports, of course, are liable to abuse, as every good thing is. The greater the benefits which naturally result from any system, the more pernicious are its effects when dishonestly or carelessly used. Most of the motives, from the birch up, awaken a tendency to deception. In my school days we used to take turns in getting a perfect lesson; leaving the rest to learn it only indifferently well. I remember taking my turn without reluctance; for we had lovely lasses in that school, and a perfect lesson entitled me, by common consent, to a seat in their very midst, from which I could dispense right and left, in softest whispers, the necessary catchwords, to appreciative listeners. We were not only moved by our old fashioned temptations to cheat, but we reduced it to system and efficiency. "The ungodly," says the Psalmist, "go astray as soon as they are born, speaking lies." This is a more ancient and affecting story even than the one I have just related; and it goes to show that, as we are inevitably born into life's experiences, we actually need a positive

moral training, to develop an upright character. I have seen the best moral, as well as the best intellectual, training where the report-book was a felt influence.

But it is not enough simply to secure a succession of perfect lessons. Knowledge, like gold, is hard to get, and *harder* to hold. It is reached by no royal road, and can be retained only by repeatedly recurring reviews. Some teachers invariably join the yesterday's lesson to the one of to-day. Some rely mainly on the general reviews at the end of each course. It seems to me that habitual reviews of leading points, coupled with each day's advance, thus keeping the pupil in constant communication with the *base of operations*, is pre-eminently efficacious and philosophical. Do the best we can, however, some careless unfortunate, every now and then, will not only falter, but will get inextricably "*stuck*." Relatives will then rally around him, and intercede for him. All hands will work for him, lifting him forward, but only into deeper difficulty. Will he fall back and come on with the next company? His proud heart swells and seems to say, "I'll die first!" May be he will *select* another school; if not, then, in justice to his class-mates, he *must* be *put back*. Lessons in memory studies are less dependent on those going before, and therefore seem to require less careful management. But, although *teachers* may be involved in less perplexity, is it not a great evil that lesson after lesson of unimportant minutiæ, are day by day crowded into the memory, only to be crowded out by a succession of similar doses? We have all around us individuals grossly ignorant of geography, who have learned and recited more of the science in their school course than any hundred of the best informed people in the community know. Limiting such studies to the more important features would not only greatly abridge the labor of acquisition, but would, as they come oftener into use, lessen the trouble of remembering in a still greater ratio; besides, a no small advantage would be the cultivation of a more retentive memory. Speaking, reading, writing, and the sciences and arts used and known in common life, are very effectually reviewed without conscious effort. Other things being equal, is it not a dictate of good sense to have children far better instructed in what they will continue to practice and review after school days are over? Their attention will not be confined to such common-place matters as may by some be supposed. They are unconsciously in the very midst of countless phenomena of such passing beauty, as to be for them a *joy forever* when once discovered. Looking for a human figure in a certain picture, we see only a tomb and overhanging willows; but when the eye once catches the Napoleonic outline, we can be blind to it never again. So nature

is constantly manifesting herself in a thousand interesting and wonderful forms, but only to the practiced eye of her votaries.

With a course of study, judiciously shaped in reference to the pupils present powers and future welfare, classes of proper size and of good behavior, tasks well apportioned and well reviewed, tests of study thorough and expeditious, motives unexceptionable and easy of application, and, withal, the *machinery* well lubricated with the oil of mutual sympathy; the competent and earnest teacher may shed his light with flattering prospects of gratifying results.

Resident Editor's Department.

EDITORIAL ITEMS.

BACK NUMBERS WANTED.

PERSONS who have copies of the January number which they do not wish to preserve, will confer a great favor by sending them to the Resident Editor.

THE STEEL ENGRAVING

Contained in this number will be prized as a beautiful work of art, and as a fine representation of the features of one whom we all love to honor for his life-long devotion to the cause of education, and for the noble work he has wrought in the schools of our State. Our readers, as well as ourselves, are under great obligations to Dr. Haven for the valuable sketch which accompanies it.

THE NATIONAL TEACHERS' ASSOCIATION,

To be held at Indianapolis on the 15th of August next, will not be forgotten. We trust that the importance of this meeting, and its convenient location will induce many of our readers to devote a portion of their vacation to this national gathering of teachers. A report of the proceedings will be found in our next number.

OUR NEXT NUMBER

Will not be issued till after the summer vacation, according to the notice on page fourth of the current volume. This arrangement was made for the reason that teachers would generally be away from their

respective places during the period mentioned, and that, as the editors would be doing double service during the year, a few weeks recreation would be an imperative duty. We think that no one will suffer by reason of this arrangement, but are sure that at least two will be the better for it.

SCHOOL REPORTS.

Influenced by a desire to aid in securing a greater uniformity in reporting school statistics, we will furnish, at cost, blanks necessary for this purpose, similar to those used in Detroit, Coldwater, Niles, and Dowagiac. It is confidently believed that these blanks are the best in use. They are easily kept, and show the exact condition of the school in all important particulars. Their cost will not exceed two dollars per hundred. Specimens will be sent on application. It it is recommended that orders be sent on at once, so that as large an edition as possible may be printed at one time, in order to reduce the cost. If these blanks shall be generally adopted, as we hope they may, we shall be glad to publish abstracts from them, showing the relative standing of the schools of the State.

TEACHERS' SALARIES.

Has not the time fully come when teachers should avail themselves of a little worldly wisdom? Four years to come like the last four years will either reduce teachers to poverty, or will drive them from heir profession. There was a noticeable exodus in this direction last year, and we look for another this year. Teachers do not degenerate into life-insurance, law or physic because they wish to, but because they *must*. The homely, though undeniable fact of bread and butter underlies this whole matter. If teaching at a salary of $1,000 will not maintain one's family with respectability, and an agency of $2,000 will, we cannot find fault with the person who chooses the agency. The idea is quite common that teachers should be satisfied with a bare maintenance. This is consistent neither with common sense nor with sound morality. The duty of providing for the "rainy day" which will overtake the teacher, or those dependent upon him, is an imperative one, and should inspire him with boldness to stand up for his rights. He who depends upon teaching for a livelihood ought to receive a salary which will enable him to invest $500 a year in (not oil) stocks.

Female teachers receive a wretched pittance. In most cases $400 a year is thought extravagant, and the average price is not quite $175. This is gross injustice. The tendencies are to make teaching a species

of forced labor, unprofitable to the employer, and ruinous to the employed. We are not friendly to "strikes," but we do hope that teachers will maintain their rights with becoming firmness.

BOOK NOTICES.

THE STUDENT'S PRACTICAL CHEMISTRY. *Henry Morton, A.M., and Albert R. Leeds, A.M.* Philadelphia: J. B. Lippincott & Co. 1866. pp. 311.

From announcements made in advance of publication, we had been led to think that this work was, in important particulars, superior to any on Chemistry yet published; but an examination has convinced us that the claim of superiority ought not to be allowed. So far as its mechanical execution is concerned the book is all that can be desired. Green vellum, tinted paper, fine engravings, and beautiful printing indicate the good taste of the publishers; and if the authors had done their part as well, the book would have been one of very great merit. Our objections are as follows:

1. The arrangement of matter is unphilosophical. Books for learners ought never to be cumbered, at the very beginning, with tedious preliminaries and stupid definitions. From the very constitution of the human mind the study of nature will always be full of interest if it be pursued in a rational manner; but the method of study arranged by most of our book-makers is calculated to quench all enthusiasm, and to turn a possible pleasure into the most hateful drudgery. The principle involved in the matter is simply this: The pupil should proceed at once to the study of phenomena, and should give his attention to collateral topics only as an understanding of them becomes necessary for his healthy progress; and as definitions are pure abstractions they should follow a full discussion of the subjects to which they relate. The extent to which this principle is violated may be seen from the fact that 122 pages, in the beginning of the present work, are devoted to Light, Heat, Electricity, etc. It is granted that, with a complete assortment of costly apparatus, this portion of the work may be made interesting and valuable; but with only the facilities which are accessible in ordinary cases, a pupil would emerge from this wilderness, after a forty days' sojourn in it, disgusted and disheartened.

2. The matter itself is presented in a very unattractive way. Most of the chapters are as dry as a census report. As there are at least two ways of telling a story, so there are two ways of presenting the facts of science. They may be stated and discussed in an attractive

manner which shall almost certainly please and interest; or in a dull, dry, prosy style, which will quite as surely rob science of its charms. Either from necessity or choice our authors have followed the second method, with scarcely an attempt to relieve the dullness of their pages.

3. The selection of matter is injudicious. It is evident that there are some things which *must* have a place in every work on Chemistry, such as modes of preparation, and properties of elementary substances, and the well established principles of the science; but there are other topics which may or may not be presented. It seems plain that an elementary work, designed for popular use, should contain topics which are of the most value and interest, and should not be cumbered with matter of an opposite character. In the present work why should it be thought necessary to state twelve modes of preparing Oxygen? or to state the composition of a large number of compounds which are known only to the professional chemist?

Even if these things possess some value in themselves, they seriously detract from the merit of the book by occupying space which should have been given to far more valuable matters.

We believe that Dr. Hooker has a truer conception of what an elementary work on Chemistry should be than any other author, and we regard his work superior to all others, in respect to philosophical arrangement, pleasing style, and wise selection of matter.

PHYSIOLOGY AND LAWS OF HEALTH. *By Edward Jarvis, M.D.* New York: A. S. Barnes & Co.

"Know thyself," is an aphorism of as much importance now, as when placed in letters of gold within the ancient Grecian temple. Every human being has now, as then, a three-fold nature, and upon his own care depends its full, complete development. He is not a creature of blind chance, whose faculties expand without culture; but a living, acting system of parts, each susceptible of vast improvement, each so perfectly adapted to the rest, so necessary to the workings of the whole, that its derangement is felt throughout the entire structure. Especially is this true of his physical organism, over which he may be said to have almost unlimited control, and whose every part is governed by the fixed laws of One who errs, neither in design nor workmanship.

Into man's own keeping is given his body: he, alone, is expected to understand its capacities, to supply its necessities, to give direction to its activities, to preserve, as far as possible, its health, and to do all in his power toward making it a fit dwelling place for the eternal spirit during its brief, earthly sojourn. How great, then, his responsibility, and how necessary that he should early become acquainted with the

structure of his bodily form, the functions of its different organs, and the various laws which secure, in their observance, health and life, and whose violation is followed by disease and death.

The work before us teaches, as plainly as mute lips can, all that one needs to know of this too-oft neglected subject,—and teaches it, too, in a most admirable manner. It attracts our attention and claims our commendation, not so much by the presentation of new physiological truths, as by the clear, systematic way in which it takes hold of those well established, describing the organs, and explaining the various phenomena of animal life. Commencing with the growth of the body and the food which supplies this growth, its author takes us by an easy, interesting route through the whole round of digestion, circulation and respiration, and when we have reached the terminus of our journey, we look back with delight upon its many windings, finding that there does not remain, as usual, scores of hygienic laws to learn, as they have all been taught us on the way; dropped here and there, like pebbles in a stream, into our memory, without hardly disturbing the current of our thoughts.

Animal heat, too, that complicated and usually dreaded part of physiology, loses much of its abstruseness, or, rather, our comprehensive powers are quickened by the increasing interest with which we pass over and contemplate the subject.

Altogether, the book is such an one as we take pleasure in recommending to lovers and teachers of this important study. It is a work from whose perusal we rise with renewed wonder at the wisdom which designed and endowed with life such a perfect piece of mechanism, and with strengthened resolves to keep it pure and in subjection to His will who, alone, has the right to decrease its power, or abbreviate its term of usefulness.

The same author has also prepared a primary work for those whose minds are not mature enough to learn and comprehend the facts as laid down in this. H. A. B.

TEXT BOOK OF GEOLOGY. *James D. Dana, LL.D.* Philadelphia: Theodore Bliss & Co. 1865. pp. 347, 12mo; illustrated.

In typographical appearance, and in beauty and durability of binding this book has few equals, and no superiors among its kind, and in these respects must please all.

As, in history, a student can make better progress and attain greater proficiency by first taking a work giving the outlines of the field he wishes to study, and having thoroughly acquainted himself with this read, in detail, such portions as he may wish to study more closely; so,

in the science of geology, (*the most ancient of history*,) the student will do well to first study a work giving the outlines of the science, from which general view he can easily select points to which he may prefer to direct his attention, and study in some larger and more comprehensive work, or in the field to carry on investigations for himself. Prof. Dana's text-book furnishes such outlines of the science. It is an ordinary term's work for a student, in which time he may become well acquainted with its elements; and will, we think, have become so interested in its truths that he will be eager to pursue its principles further, both in a larger work and by personal observation.

This book gives valuable directions for field work, and the "Manual of Geology," by the same author, furnishes an invaluable cyclopædia of reference, to which the student may go for detailed and minute description. In the arrangement of the topics in the text-book the author has followed the natural order of investigation. He divides the book into four parts, as follows:

PART I.—In this the student is led, by way of review, to study the earth's exterior, and the system to be traced in features of the surface. This is called PHYSIOGRAPHIC GEOLOGY.

PART II.—Attention is here called to the composition of the crust of the earth, noting the *nature* and *arrangement* of the rocks, classifying them, 1st. By their constituent elements, as silicates and carbonates; 2d. By kinds, as crystaline, metamorphic, calcareous, etc.; 3d. By condition, as stratified and unstratified. This forms LITHOLOGICAL GEOLOGY.

PART III, which occupies the larger portion of the work, is called HISTORICAL GEOLOGY. It is a well arranged history of the formation of the earth, as it has passed through the successive stages, showing the changes of sea nnd land, of climate, and of animal and plant life, and its progression.

PART IV, or DYNAMICAL GEOLOGY, treats of the agencies or forces that have brought about the changes in the strata forming the earth's features, changes in climates and in living species, as referred to in part third, and changes that are now taking place, altering the contour of land and sea.

Added to the above, a valuable appendix has been given, containing a catalogue of American fossils, with their localities; also, directions for collecting, labelling, and arranging geological specimens. The work is well illustrated with new and finely executed drawings and cuts, which add much to the value of description. Such are the leading features of the work, which we have introduced into our classes, and heartily commend to the teachers and students of our State. W.

COLTON'S SCHOOL ATLAS. Ivison, Phinney, Blakeman, & Co. New York.

School atlases divide into two classes. In one, the maps are merely political maps, colored according to state divisions, presenting a sufficiently full river net, but leaving the relief of the earth's surface almost entirely unrepresented. The maps of Cornell's, MacNally's, Monteith's, and similar geographies, belong to this class, with which, also, may be grouped all the so-called Outline Maps. The second class present a double set of maps; the one showing the relief of countries by appropriate coloring and shading, together with such climatic and other elements as admit of graphical delineation; the other, the political divisions.

The teachers who have had experience in the matter, will not hesitate in giving preference to the second class of atlases. Indeed, it is impossible to give any satisfactory instruction in geography upon the basis of the political atlases and outline maps. These last belie the nature of the countries they affect to represent; and, as a child's first impression is ever his strongest, he becomes, if such means are used, imbued with an utterly false idea of the countries he studies. Hence the use of such maps, in early instruction, cannot be too thoroughly deprecated, and it is to be hoped that, at no distant day, such maps as Prof. Guyot's will displace the Outline Map, and atlases of the second class, the political atlases.

To this second class the atlas before us belongs. Its first maps, the hemispheres, are colored according to river systems,—a purely natural division of the earth's surface, and the best for a general survey. Then follow maps of the divisions of the earth in pairs, one physical, and the other political. The physical maps distinguish highlands and lowlands by coloring,; give the mountains by lines, varying in thickness with the height; the climate by lines of mean summer and winter temperature, and detail in their appropriate localities the chief products of the countries. Such maps cannot fail to give a clear concept of the plastic character of the surface, and the only desirable change would be the substitution of the annual isotherms in representing the climate. In all the physical maps the ocean currents are given and profiles of the surface. The political maps are remarkably clear, and present the relief much more fully than is usual. The map of Oregon, Washington, etc., is a model of care and precision in this respect. Very natural, also, is the map of the United States in river systems. We have, ourselves, used this atlas during the present term, in connection with Guyot's maps, and the progress of the class has been in the highest degree satisfactory. J. G.

SCHILLER'S COMPLETE WORKS. *Edited by Charles J. Hempel, M. D.* In two volumes. Philadelphia: J. Kohler. 1861. pp. 670 and 611.

It was said by somebody, in the February number of the *Teacher*, that there were more statues erected to the memory of Schiller than to any other poet in Germany. This is undoubtedly true; and we may add as a reason for that, because no other poet understood how to inspire everybody in such beautiful language for the good, the true, and the beautiful, so well as that great genius, Frederick Schiller.

A very highly educated American lady once found a translation of Schiller's "Mary, Queen of Scots" lying upon my table. She asked whether I would not lend it to her; I answered in the affirmative. After a week she came again, saying, "If I cannot get another copy of this book, you must let me have this. I wish to get every translation of Schiller that is to be had." I gave her my copy, and she sent to England for other translations, as, at this time, Schiller was not to be had in English in this country. But this is not now the case. Schiller's complete works are now to be had, in beautiful English, by Ja. Kohler, 202 North Fourth street, Philadelphia, in two beautiful volumes, with the portrait of Schiller, for $6.50. Mr. Kohler allows me, from all his publications, 25 per cent. Every one who wishes to get Schiller's works through me, may have them at 25 per cent. less than the retail price. Those who think that I am peculiar in praise of Schiller, may read what Carlyle says about him in English, or Madame de Staël in French. More than they I am not able to praise Schiller.

J. BENGEL.

YPSILANTI, March, 1866.

EDUCATIONAL INTELLIGENCE.

MATTERS AT HOME.

CORRESPONDENCE.

HOUGHTON, Mich., April 3, 1866.

EDITORS MICHIGAN TEACHER—

Messrs.: A few days ago three numbers of the *Teacher* came to hand. I am *well pleased* with them, and have the strongest confidence in the success of the experiment. I believe the teachers of our State are willing, and *abundantly able* to support a journal that shall be an honor to the cause it espouses. I

see no mention is made, in your journal, of the public schools of our place, and surrounding districts. You have approached no nearer than Marquette. Perhaps you are not aware of the existence of such a town as Houghton! Well, there *is* such a place; and were I to acquaint you with the fact that, in *our town and district*, we claim a population of nearly 4,000 inhabitants, and that the people *have erected a large stone school house*—now nearly ready to occupy—which will cost about *thirty thousand dollars*, ($30,000,) I say, were I to inform you of *this*, you might be surprised. Yet such is the fact. Our schools are already graded, and eight teachers are employed. The union school building, above referred to, will accommodate eight teachers and between four and five hundred scholars. And did I not understand you were soon to be informed, through other sources, I might speak of the commendable zeal manifested by our school boards, and citizens generally, in the erection of this house, and in the establishment of our schools upon a firm basis. A splendid bell has already been placed in the belfry of our school house, costing about $700, and weighing over one thousand pounds.

The town of Hancock, just across Portage Lake, contains a population still greater than our own town, and there are numerous schools in successful operation. Yery respectfully, yours, W. P. SIDNAM.

EAST SAGINAW, May 12, 1866.

MESSRS. EDITORS:

In the exceedingly rapid growth of our cities in the Saginaw Valley, we have not fallen behind in our educational interests. Heretofore, our chief difficulty in this city of East Saginaw has been the want of proper accommodation to seat the crowds of children that have flocked to our schools. In that respect Saginaw City has had the advantage of us, which she has not failed to use. But as we have just completed our "new brick" building, which provides for the seating of seven hundred scholars, we hope this hindrance is removed, for the present, at least. This building is one of the finest of the kind in the State. It is a four story brick edifice, of splendid dimensions, and has cost about $40,000, and will need about $5,000 more to properly grade and fence the yard and finish the exterior of the building in good style.

The "old Academy," formerly used as the main building, is now occupied by four schools, and will seat about three hundred. Besides these buildings, we have three other ward school buildings, capable of accommodating two hundred and fifty. The room for the High School Department in the "new brick" is not quite completed, but the school will take possession of it about the 15th, at which time the Grammar Department will be organized.

During the summer vacation we expect to secure a new philosophical apparatus, at a cost of about $500, and also a chemical apparatus, for which we have a proper room prepared. This, with the addition of a good library, will properly equip us for the work.

It is our intention to build a brick ward school house, at a cost of about $10,000, some time during the summer or fall.

The sum of $50,000 was appropriated last week by the tax-payers of Saginaw City for the erection of a central school building in that city. A very eligible site has been obtained, at a cost of $5,000. The building is to be erected immediately. W. S. TENNANT.

COUNTY ASSOCIATIONS.

VAN BUREN.

DECATUR, Mich., April 20, 1866.

An informal meeting, for the purpose of organizing a County Teachers' Association, convened at the M. E. church, on Friday evening at 8 o'clock, and was called to order by Mr. Bellows. Prayer was offered by the Rev. Mr. Ward, after which we listened to an interesting lecture by W. H. Payne, principal of Niles union school. The meeting then adjourned to come together again at the school building, at 9 A. M. next day.

SATURDAY, April 21, 9 A. M.

Pursuant to adjournment, the teachers convened. On motion, Mr. Bellows was elected chairman, and Miss. A. Abrams, secretary.

The following committees were appointed:

On Organization—Messrs. Payne, Winchell, and Miss S. Brooks.

On Programme—Messrs. Bellows, Whitney, and Miss A. Chandler.

After an intermission of fifteen minutes, committee on programme submitted the following report:

For forenoon session, a discussion of report on organization. The afternoon to be devoted to the consideration of monthly reports and miscellaneous questions.

The committee on organization reported a constitution, which was adopted article by article.

Remarks were made by Messrs. Whitney, Payne, and Rev. Mr. Ward, regarding the necessity of similar associations being established throughout the State; county superintendents, and the best means of obtaining them; also, the want of interest manifested by a large majority of teachers in their high vocation.

On motion, association proceeded to the election of the following officers:

For President—C. F. R. Bellows.

For Vice Presidents—B. Crane, Lafayette; J. J. Wooden, Antwerp; Dr. Sweet, Keeler; O. S. Abbott, Decatur; Rev. Mr. Scotford, Lawrence; Rev. Mr. Dashing, Waverly.

For Secretary—Miss Anna Abrams.

For Treasurer—Miss Sarah Brooks.

For Executive Committee—S. R. Winchell, Miss Hattie Bacon.

On motion, the vice-presidents for the remaining townships were left unelected till the next meeting.

Meeting adjourned till 1 o'clock, P. M.

SATURDAY, 1 P. M.

The afternoon session opened with a discussion of the "Monthly Report Systems," after which the subject of supporting the *Michigan Teacher* was discussed.

Township meetings, auxiliary to the County Association, were recommended—one to be held in each township, before the next meeting of the association.

After a short discussion of miscellaneous questions, on motion, association adjourned.

MISS ANNA ABRAMS, Sec'y.

IONIA, Mich., May 1, 1866.

EDITORS OF MICHIGAN TEACHER—

Dear Sirs: We have had in this county, for a number of years, an Educational Association, organized for the purpose of helping along the great work of education, and advancing the interests of our common schools. During the years of the war, its sessions were thinly attended, and fears were entertained that it would die out altogether. On the 25th and 26th ult, a session was held, which brought to mind the days of the past, when nearly every teacher in the county, and scores of the friends of education, assembled twice every year to confer upon the all important subject of education, and devise means to further its advancement. The session was held at the village of Smyrna, and was attended by nearly one hundred of the teachers and friends of education in this and adjoining counties. Several able men, from a distance, were present, and delivered lectures on various subjects, pertaining to the interests of the association.

The president of the association, Rev. L. B. Fish, delivered an address on Wednesday; Prof. C. W. Burt and Lemuel Clute, on Thursday; and Rev. Levi F. Waldo, on Thursday evening.

Interesting exercises took place, during the session, in all the branches usually taught in common schools. A series of text-books was reported, and recommended to the teachers of the county, by a committee appointed for that purpose.

Resolutions were passed, expressive of the sentiments of the association in respect to the great interests of education; urging the improvement of our school system; recommending the substitution of county superintendents in place of the present township system; and inviting the superintendent of Public Instruction to hold one of the fall series of State Institutes in this county.

Attention was called, by the president, to the *Michigan Teacher*, as a journal that every teacher should read, and a committee appointed to solicit subscriptions for the same.

The secretary was directed to furnish minutes of the proceedings of the convention to the local papers, and a summary of them to the editors of the *Teacher*, requesting its publication. The association then adjourned to meet again in October.

W. M. SPENCER, Sec'y.

[The subscriptions spoken of above have not yet been received.—ED.]

OFFICE OF PUBLIC INSTRUCTION,
LANSING, May 13, 1866.

MESSRS. EDITORS:

I desire, through THE TEACHER, to urge upon those who may wish to have an Institute in their place to send in their application at once, as I desire to make the appointments for the fall series of Institutes at as early a day as possible.

The spring series has been a very successful one. I believe that as a series it has never been exceeded. It has been a source of great gratification

to both myself and the various Professors employed to lecture, to witness the close attention given to the various exercises of the Institutes, and also to see the interest manifested by the people.

These Institutes have ceased to be mere experiments. Their utility ceased to be questioned years since. The number of Institutes held in the course of the year ought to be increased, and can be if desired. I wish to urge upon the teachers the importance of attending the Institute when one is appointed in their vicinity. Many district officers seem to feel it too great a sacrifice to suffer their teachers to dismiss their school to attend an Institute. If the teachers will make up the "*lost time*," these officers will consent to the school recess, but not without. Others are entirely willing to have the exercises of the school omitted for a week that the teachers may attend the Institute; these districts are greatly the gainers by so doing. In some of our large towns the school board have excused the entire corps of teachers that they may enjoy the benfits of the Institute, and all have felt it to be greatly for their advantage. Let the fall series of Institutes be fully attended.

O. HOSFORD, *Supt. Public Instruction.*

HISTORY OF NORMAL GRADUATES—(CONTINUED.)

FOURTH CLASS, 1856.

HARRIET J. BARNES—Was preceptress at Adrian for one year after graduating, afterwards taught for some time at Wyandotte, then in Miss Hunt's Ladies' Seminary, Detroit. She is now teaching at Lansing.

MARY B. HOUGH—Taught as first assistant in the Plymouth Union School for two years, then married Rev. Mr. McGregor, Presbyterian Pastor of that place. Is living now at Clarkson, and still engaged in teaching.

MARY B. HEYDENBURK—Engaged in teaching for a time, then married. Residence unknown.

FIDELIA PHILLIPS—Taught for some time in the Ypsilanti Union Seminary, then engaged in the photograph business, and is now residing at Ypsilanti.

MARY E. LYMAN—Engaged in teaching some time after graduating, (locality not known); is unable to teach now from ill-health, and resides at Plymouth.

ELLEN A. HURLBUT—Taught for several years in the Normal School as assistant. In the fall of 1864 she married N. W. Clark, of Clarkson.

OLIVE C. TYLER—Married, soon after graduating, Prof. A. Miller, of the Normal School, and still resides at Ypsilanti.

FAYETTE HURD—Attended the University, and graduated in the classical course in 1859. He afterwards went to the Andover Theological Seminary, entered the Congregational ministry, and is believed to be preaching at present in the northern part of the State.

G. P. SANFORD—Became Principal of the Lansing Union School soon after graduating; taught one year, then went to the University, where he graduated after four years' study in the scientific course. He then entered the army, was clerk in the Auditor General's office for several months, was

captain of Co. C, 1st Michigan Infantry for nine months, when he resigned on account of ill health. He afterward held the position of Deputy Provost Marshal, and at the close of the war was Paymaster.

WALTER S. PERRY—Was Principal of the Tecumseh Union School one year; then of the Plymouth Union School for the same length of time. He then went to the University, and after three years graduated in the classical course. He then became Principal of the Marshall Public Schools, which place he held three years, then resigned it to take a similar position in Coldwater, where he is now laboring.

CLARK P. CLEMENT—Taught for some time at Ionia; died about eight years since.

IRVING M. SMITH—Taught in the union school at New Baltimore for one year; after that taught mathematics, history, and natural sciences in the Dickinson Institute, at Romeo, for the same period of time; then studied law, and was admitted to practice in the supreme court in 1860. After practicing a short time at Romeo he went to East Saginaw, where he is now residing, engaged in his profession with Mr. Webber, as Webber and Smith—which firm is said to have the largest law library in Northern Michigan; they are doing a very extensive business.

[We had hoped to have given the history of the next class this month, but are unable to do so because we have not sufficient data. Send in the items. —COMMITTEE.]

NOTES FROM THE INSTITUTES.

FLUSHING.—The third of the spring series of Teachers' Institutes commenced at Flushing, Monday, April 9th, and continued five days, closing on the following Friday. There were between fifty and sixty teachers present, most of whom were ladies, and, judging from their fine appearance, and the close attention which they gave to the able and instructive lectures of Superintendent Hosford and Prof. Ripley, they will make their mark on their schools this summer. Each evening some topic of interest to every one, whether engaged in teaching or not, was discussed. Among these popular lectures the most interesting was that of Prof. Ripley, on Tuesday evening, and those of Supt. Hosford and Prof. Ripley, on Thursday evening. On the former occasion the subject was "History—the best method of studying and teaching it." That part of it which related to the study of geography in connection with history, was illustrated by reference to a map of the southern part of England, descriptions of works of art, old architecture and ruins being mingled with reminiscences of old time, in a manner that showed the lecturer a perfect master of his subject, and charmed the attention of his audience.

Thursday evening, the advantages of union or graded schools were ably set forth, and the fact that they pay, clearly demonstrated.—*Wolverine Citizen.*

MEDINA.—The State Teachers' Institute was in session here last week, commencing Monday. Prof. Hosford, Superintendent of Public Instruction, presiding, assisted by Prof. Ripley, of State Normal School. The Institute

numbered over 90 members, mostly prompted by the single purpose of preparing for their responsible positions as teachers. The day exercises consisted of didactic discourses, which, delivered in familiar style, reached at once the head and heart, inspiring to sterner work and higher purposes. The evening lectures were of a more general character. "Educational Forces," "Education, Good as an End," "The Study of Geography," "The Study of History," subjects eminently adapted to the wants of this people, were so presented as to impart to the patron and teacher more comprehensive views of mental and moral discipline. The Institute closed Friday evening, Prof. Ripley presiding, and citizens, clergymen and teachers responding to sentiments and resolutions. Resolutions were passed, expressive of obligations to Superintendent Hosford, Prof. Ripley, the Official Board of the Oak Grove Academy, the Baptist Society, and also to the citizens of Medina and vicinity, for their hospitality. The Institute at Medina was a success—second best in numbers, and inferior to none of the series in quality.—*Advertiser & Tribune.*

NORTHVILLE INSTITUTE.—The Institute at Northville commenced April 16th. There were fifty teachers in attendance. Although a less number were present than at any of the other Institutes, yet the interest manifested in the lectures and in the various exercises was fully equal to that exhibited in any of them. The earnest attention given to the discussion of the various topics presented must have been very gratifying to the lecturers. The Institute was conducted by Hon. O. Hosford, Superintendent of Public Instruction, assisted by Prof. D. P. Mayhew, Acting Principal of the State Normal School, and Prof. J. Estabrook, Principal of the Ypsilanti Union School At the social session the usual resolutions were presented, and responses made to the various sentiments offered by the lecturers, and by a number of the citizens present.

STURGIS.—The union school of this place is in a very flourishing condition. There are now 540 names enrolled, and new ones are being added weekly. The people seem to take a deep interest in their school; they have a very fine and almost new building, yet feel the necessity of additional room, to provide which, steps must soon be taken. $2,000 have just been expended in inclosing the school grounds with a fine fence. By means of an exhibition, $100 was raised a short time since for the purchase of maps, apparatus, etc. The principal, O. B. Curtis, was formerly a student of the Normal school; was in the University at the breaking out of the war, when he left his studies, went with the veteran 24th Michigan Infantry; lost an arm at Fredricksburg, under Burnside; returning, he graduated at Ann Arbor last June; from thence he went to Sturgis. Mr. C. is assisted by Mrs. M. A. Hackstaff, in the High school; Miss Sarah C. Rice has charge of the grammar school, Ellen L. Hibbard of the intermediate, and Mary W. Barlow of the primary.

DETROIT—TEACHERS' INSTITUTE—FIRST REGULAR SPRING SESSION.—The first regular Spring Session of the Detroit Teachers' Institute was held in the High School on Saturday last at two o'clock p. m., Superintendent Doty occupying the chair. The Secretary being absent, Professor Jones, of the

High School, was elected *pro tem.* After roll call, the Superintendent delivered to the Association a lecture upon "Sunshine and Shadows,' as found in school-life, among both teachers and pupils. The Superintendent brought to bear upon the subject his usual ability, delighting his hearers with the versatility and elegance of his lecture. After its conclusion, Prof. W. W. Byington, of the Houghton School, at the request of the President, explained to the Association a system, invented by himself, of keeping class-books, which contains many admirable features, combining usefulness, accuracy and despatch. One of the excellent features of the Institute is the half-hour recess introduced by the able Superintendent, enabling the teachers to become thoroughly acquinted with one another.—*Advertiser and Tribune.*

COLDWATER.—The teaching corps of the Union School has been reinforced by the accession of Miss C. De Pue, of Ann Arbor, as Preceptress of the High School. She is a thorough French and German scholar, speaking both fluently, so that in these languages the High School offers the best of advantages.

—Mrs. Crandall, teacher of the First Grammar Department in the Union School, has resigned. She received from her pupils a silver fruit dish as a token of their regard.

MARSHALL UNION SCHOOL.—Miss Josephine Robinson, of Battle Creek, has been engaged to fill the vacancy occasioned by the resignation of Miss Reed, and entered upon her duties last Monday. The Union now has a full corps of teachers in all the departments, and is in a highly prosperous condition.

CHARLOTTE.—The examination of classes in the different departments of the Union School closed on the 18th inst. The examinations were highly creditable to all concerned, and indicated unmistakably the highly prosperous condition of the school. The teachers for the ensuing term are: Oscar S. Ingham, Principal and teacher of the High School; Mrs. Josephine Cole, teacher of the grammar school; Miss Ellen R. Webber, teacher of the intermediate department; Miss Lucy Hartshorn, teacher of the primary department.

TECUMSEH.—There are four public-school buildings, and ten teachers are employed, inclusive of the principal, Prof. C. B. Thomas, a graduate of the State University. The central school building is a handsome structure, built of brick, three stories high, and is said to have cost $18,000.

ALLEGAN.—The lower district continues to hold its school in the basement of the Court House. It is taught by Miss Nellie Hall. The Union School is taught by Miss Lay. The Germans have commenced a school in their church, with about thirty scholars, taught by Mr. Yarhouse.

JONESVILLE.—There is but one school building at present, but two ward or primary school buildings, to cost about $2,000 each, are to be erected this season. A new central or high school building is also to be erected next season, at an estimated cost of $12,000. Five teachers are at present employed.

EAST SAGINAW.—The Union School commenced its spring term on Monday. The new Principal, Mr. Tenant, formerly from Flint, is likely to give good satisfaction. Three new female teachers have been employed, which makes twelve engaged in the various departments.

CLARKSTON.—The spring term of the Clarkston Union School closed April 28th. The summer term commenced May 2d. The school has never been in as flourishing a state as at present; Prof. A. Jennings, Principal.

— Prof. Ira M. Slawson, a thorough and accurate educator from the east, has been engaged as Principal of Prairie Seminary at Gull Corners.

KALAMAZOO.—There seems to be a fair prospect of the completion of the Michigan Female Seminary. Rev. John Covert has been placed in charge of the whole matter. When the institution shall be completed, according to the original design, it will be one of the largest in the United States, except the Vassar Female College.

STATE REFORM SCHOOL.—There are now confined in the State Reform School, at Lansing, 263 boys. The school is in a very crowded condition, as the buildings were only intended to accommodate 152 occupants, though it is not so much crowded at the present time as last January, when there were 274 boys in the institution. The average age of the boys in the school is between 13 and 14 years.

PARMA.—The public schools of this place are improving under the care of Prin. D. Hoffman, assisted by Miss Dale and others. The per cent. of attendance last month was 90.

— Watson Ambruster, a recent graduate of our State University, and an *attache* of the Chicago *Republican*, has written a serial story, said to be of great merit by those who have perused it, which will soon appear in the New York *Citizen*, under the title of "Godfrey Barton's Friends." Mr. Ambruster was at one time the Ann Arbor correspondent of this journal.—*Advertiser and Tribune.*

HOLLY.—The spring term opened on the 25th ult., with an attendance of about 125. Mr. A. D. Metz is principal, assisted by Mrs. R. W. Young and Miss Alice Coonley.

LYONS.—Mr. A. J. Crosby is principal of the public school, assisted by Miss Adda Roof and Miss Kitty King.

MATTERS ABROAD.

AMERICAN.

— Prof. George F. Comfort, of Alleghany College, Meadville, received last week the diploma of Corresponding Member of Archæological Society of Rome. This is the first honor of the kind ever conferred upon a citizen of the United States. The Archæological Society was founded A.D. 1829, by the King of Prussia, and is conducted by the chief archæologists of Germany, France, Italy, and Prussia.

— Six Boston merchants have contributed $5,000 each, toward the new hall of Harvard College, to be erected to the memory of the graduates who fell in the late war. A rich New Yorker is said to have made provision in his will for a handsome legacy to Harvard, the income to be expended in the purchase of works of American art.

— The bill to establish four additional Normal schools, has passed both houses of the New York legislature, and as it was framed in accordance with the recommendation of the Governor, it is or will become a law.

— It appears by official returns, that in the State of New York there are 70,000 children, between the ages of five and twenty-one years, who do not attend any school.

—O. M. Spencer, president of the Iowa State University, has been appointed United States consul at Genoa.

— The boys of the grammar school at New Bedford, have organized themselves into a society for the suppression of profanity and vulgarity in their schools.

— Prof. George P. Fisher, of Yale College, is to be the biographer of the late Banjamin Silliman.

— The late Sylvanus Packard, of Boston, left by his will over $100,000 to the Universalist College at Somerville, Mass.

— The annual address, in June next, before Gen. Lee's college, will be delivered by Hon. A. B. Stuart, a noted Virginia rebel.

FOREIGN.

CARLYLIANA — MR. CARLYLE AT EDINBURGH.

It is long since Mr. Carlyle has appeared upon the platform, and it is probable no lecture or series of lectures ever brought him so near to his audience as the recent address to the Edinburgh students. With Carlyle in his books, everybody who reads anything has long been familiar; but here is Carlyle himself. His address is pervaded with a sympathy that must have been magnetic in its influence on those who heard him, and that has not grown cold in crossing the Atlantic and getting printed with American types. His election as Lord Rector of Edinburgh University excited attention in England as the first instance in which the headship of a great university had been conferred upon a man eminent solely in literature. His installation was marked by an enthusiasm on the part of the students rare even on such an occasion when a good deal of enthusiasm is expected. He tells the students that it is fifty-six years since he entered the class-rooms of Edinburgh, and there are few passages more graceful or touching than that with which he opens his address.

The show element is quite wanting from beginning to end. Instead of it, there is abundance of simple, practical advice on what to study, and how to study, and of wise counsel concerning the ordering of life; and it is all given

in an easy conversational way that is equally charming and effective. You may imagine the philosopher sitting by his fireside, with half-a-dozen boys about him, listening to a discourse that is Socratic in more respects than its plainness of speech. Great men do not disdain to speak of common interests. He is not thinking at all how to say fine things. He wants these boys to get some ideas which may help them about their studies. He would have them diligent — "that includes in it all virtues that a student can have;" meaning also by diligence "honesty in all your inquiries into what you are about. Count a thing known only when it is stamped on your mind, so that you may survey it on all sides with intelligence;" which is a very different thing from knowing the "outside skin of them, and flourishing about with them on that basis only. Morality, as regards study, is, as in all other things, the primary consideration, and overrides all others. A dishonest man cannot do anything real, and it would be greatly better if he were tied up from doing any such thing."

His opinions on education are by no means the opinions to which the cant of the day is tending. The "practical" age cannot be content without thrusting its Grad-grind system into the nursery and the university alike, nor does it seem to believe in the value of any knowledge which cannot be reduced to an exact science and made to grind corn. Let us be thankful that our great English teacher remains of a different mind, and still believes in the old methods. A university, with him, is not a place where young men are to be taught to be civil engineers or sea captains, but a place where the immortal mind that is in the student is to be developed and educated into its life-duty. To learn to read is a main thing, a matter which includes much more than is apparent in a hasty glance.

"What the universities have mainly done, what I have found the university did for me, was that it taught me to read in various languages and various sciences, so that I could go into the books that treated of these things, and pry into anything I wanted to make myself master of gradually, as I found it suited me. Learn to be good readers, which is, perhaps, a more difficult thing than you imagine." Difficult, indeed—never so difficult as now, while the spawn of the press can hardly be numbered, and when the proportion of poor books to good is appalling. Emerson has a good rule, that may save anybody who will follow it sad waste of time—never to read a book that is not a year old. By that time so many books will have died a natural death which seemed at the moment of their appearance necessary, or convenient, or pleasant to read. It reminds one of Napoleon's habit to leave his letters unopened for six weeks; "by which time," he remarks, "it is wonderful what a number will have answered themselves."

Perhaps there never was an address of an hour and a half into which so many topics were crowded—upon only one of which, and that not the profoundest, do we attempt to touch. We could wish to see the address in the hands of every American student, and of every young man in America. There is no single essay of Carlyle's—hardly any single volume—from which a better idea of the man and of his opinions may be gained.—*Independent.*

Carlyle has a brother and sister now living in Canada, and two brothers and one sister in Scotland. One of them is Dr. Carlyle, the translator of

"Dante." Carlyle has declined the degree of doctor of laws from the University of Edinburgh.

It is said that the wife of Thomas Carlyle, becoming tired with her husband's absorption in his history, told an inquiring friend the other day she wished the great Frederick had only died when he was a baby.

A correspondent who was present at Thomas Carlyle's recent address before the University of Edinburgh, describes him as the "homliest of Scotchmen, whose face looks like a heap of stones grown over with brambles."

CONCERNING BOOKS AND PERIODICALS.

THE *Edinburgh Review* for January, 1866, No. CCLI, contains the following:

1. Modern Fresco Painting; 2. The Youth of Cardinal Mazarin; 3. Public Galleries and Irresponsible Boards; 4. An Economist of the 14th Century; 5. Recent Changes in the Art of War; 6. Boner's Transylvania; 7. Was Shakspeare a Roman Catholic? 8. Corn and Cattle; 9. The Erckmann—Chatrian Novels; 10. Mary Tudor; 11. Extension of the Franchise.

The *North British Review* for March, 1866, No. LXXXVII, contains the following:

1. Palgrave's Central Arabia; 2. A Jacobite Family; 3. Austria; 4. Faust; 5. Ecce Homo and Modern Scepticism; 6. The Poems and Fables of Robert Henryson; 7. The Ecclesiastical Committee; 8. Reform and Political Parties.

Blackwood's Magazine for April, Vol. XCIX, No. DCVI, has the following articles:

1. Sir Brook Fossbrooke, Part XI; 2. *Shrewsbury School, Past and Present;* 3. Memoir of the Confederate War of Independence; 4. Miss Majoribanks; 5. Cornelius O'Dowd; 6. A Comparison; 7. Demonology at Home and Abroad; 8. The Condition of the Government.

The above journals are republished by Leonard Scott & Co., New York.

EVERY SATURDAY.—He who would avail himself of the choicest items of British and Continental literature, at a moderate price, should become a reader of this new journal. The selections are remarkably well made, and many of them are of very great value. Published by Ticknor & Fields, Boston.

DETROIT DAILY POST.—A new, eight page daily has lately been started in Detroit, with Gen. Carl Shurz as editor-in-chief. With such a man as leader, such strong hands and purses to sustain, and so many warm friends to welcome, as this new paper has, it cannot be other than a success. Besides the daily, they publish tri-weekly and weekly editions of the *Post*, at prices within the reach of all.

—We take pleasure in calling attention to the notice of Schiller's works, contained in our Book Notices. This edition is a fine one, containing the complete works of the author, except a few translations, and we commend it to all lovers of choice literature.

HINTS TO BOOK COLLECTORS.

NEVER write your name upon the title page of a book.

Have your books cut as large as possible, so as to preserve the integrity of the margin.

Do not adopt one style of binding for all your books.

Let the bindings upon your books be characteristic of the contents, and of the value of the work.

Employ Turkey-Morocco for large works, or for books that you have in constant use. It is the most durable material used in binding, except Levant Morocco which is very expensive.

Let the durability and neatness of your bindings be the primary requisites. Ornament judiciously and sparingly, rather than carelessly or gaudily.

Poetry and sermons are not to be treated alike, either in color or degree of ornament to be employed.

The value of a library will be enhanced by the amount of knowledge and taste displayed in the bindings.

Uncut books will command a higher price than those that are cropped.

Russia leather is no protection against worms, and it speedily cracks along the joint.—*Nicholson.*

OBITUARY.

AN allusion was made in the last number of the TEACHER to the death of A. C. SARGENT, late principal of the public schools of Marshall, to which we would add:

Mr. Sargent was born at Acworth, New Hampshire, June, 1834. He prepared for college at New London, N. H., at which place he remained three years. In 1856 he came west, and soon connected himself with the State University of Michigan, from which he graduated with the class of 1861. After graduating, he went to Lansing and engaged in teaching with Charles Gregory, (brother of the late superintendent). After remaining at Lansing a year and a-half he went to Utica, and took the place of the principal there, in which position he labored until last fall, when, with declining health, the result of almost incessant labor in the school room, he became principal of public schools of Marshall. Regardless of self, he entered with zeal upon the duties of his position, and faithfully discharged the same until about the middle of March, when he tendered his resignation, which was reluctantly accepted by the school officers and people of Marshall. From this time he grew worse until death relieved his sufferings, and added another name to the list of those who have quietly worn themselves out in our public schools.

Mr. Sargent died April 5th, in the thirty-first year of his age, leaving a wife and children, besides many warm friends, to mourn his loss. He goes with christian hope to meet his reward in another life.

THE

MICHIGAN TEACHER.

VOL. I. YPSILANTI, SEPTEMBER, 1866. No. 7.

THE FORCE OF LANGUAGE.

WE often hear people talk about "the poverty of language." But such persons know nothing whereof they affirm. The "poverty" is wholly in their own conceptions. Language is indeed rich beyond the conception of most minds. We think it poor, only when we fail to understand its force. And this explains the paradox, that men of the greatest and most cultivated minds use the simplest language. It is because they realize more, in a simple word that exactly expresses an idea, without any coloring, than others do in all the superlatives that can be piled one upon another. It also, in no small measure, explains another fact, still stranger, viz.: profanity. I regard profanity quite as much a sign of mental depravity as of moral. Intelligent, educated men very rarely swear. When I hear a man swear, I am safe, ninety-nine out of a hundred times, in marking him as an ignorant man; or if educated, after the manner of school learning, he is still not an intellectual man, but dwarfed like the fruit tree; like which he may bear some fruit, but he has no more idea of what education is in its length and breadth; he no more comprehends the strength and purity of language than the dwarf pear tree realizes the glory of the majestic oak. So, not being able to find language strong enough, in his estimation, to express his feelings, he must needs add to its impressiveness by an appeal to the hopes or horrors of the invisible world. Therefore, when I hear a man swear, I do not put him down as so much more vicious than others, but rather as more vulgar and ignorant.

"Yea" is a little word—smooth as oil—not a consonant in it to give it back-bone, and it leaves little more impression upon his mind than upon his tongue; it slips through one as easily as it rolls from the other. So he loads it down with oaths; or, if too conscientious for that, with other more sounding words, as the boy runs lead on his arrow head to carry it to its goal. But is *yea* a word of so trifling power as to need the support of other words whenever it goes forth? What does it express? A verity—a fact immutable, which all the universe of matter or mind, created or uncreated, through time and eternity, can never controvert or counteract. From it there is no appeal. It is a judgment immutable. It stands above all sophistry, all cavil, all argument. Before it all debate may cease, all controversy must end. In its presence an angel must bow with the same reverence as a child. It crowns the majesty of deathless truth. Its foundations are immovable, and it takes hold upon the throne of the Eternal. To think of adding to such a word with adjectives, expletives or oaths, is more absurd than to place props of straw around the granite shaft on Bunker Hill!

A still smaller word is *am*, to look at; and on few words is less emphasis usually placed. Its impression upon the mind is hardly greater than upon the eye. Yet it expresses more than the human mind is capable of grasping. Perhaps nothing can better express its magnitude than Christ's declaration to the Jews: "Verily, verily, I say unto you, Before Abraham was, I *am!*" Bad grammar for mortal speech; but the first part was the dialect of time, the "I am," the language of Eternity. As a whole, the word was without sense, or it must have expressed Eternal Being. When God, from the midst of the burning bush, was about to commission Moses for his work, Moses asked, "Behold, when I come unto the children of Israel, and shall say to them, The God of your fathers hath sent me; and they shall say to me, What is his name? what shall I say unto them? And God said unto Moses, I AM THAT I AM: And he said, Thus shalt thou say unto the children of Israel, I AM hath sent me unto you."

This was the greatest word God could use to declare himself to men; and Christ's use of it in a similar sense proves Him equal with God, or a blasphemous imposter. It was not the Great I Am; or Great, Eternal I Am, as we so often hear men try to add force to the word, just as we hear them talk about warm, red blood, a warm fire, a damp rainy day; but "I Am," and nothing would add to its sense.

I admit a sort of apology for such forceless redundancy, if it is done for adaptation to minds who can better realize greatness when

allied to littleness, and are, therefore, more impressed by it; but my criticism lies in the fact that speakers and writers indulge in it because, to so great a degree, they labor under the same imperfection. But really, to say the *great* I Am no more adds force to the word than it would enlarge the capital at Washington to attach a gothic cottage to one of its wings.

It may be said the two words I have used for illustration are extreme, or rare samples of language; but I am confident that we may take almost any word, and analyze it until we realize its full import, and comprehend all that it suggests, and we shall find it has a meaning and force of which we never conceived.

The mind is sometimes brought into a condition to realize the force of terms in all their power. We say the drunkard loves his cups; but what does he know of the meaning of *love* compared with the man who hears the sweet word from the woman of his heart? A man is on trial for murder. The crowd look on, and express their opinion to each other. Nine out of ten who believe him guilty, will add something to the word in expressing it, to give more force to the view. The jury enters. What is the verdict? Not, his guilt is of unparalleled atrocity; not, his soul is stained with the guilt of murder; not, guilty as the arch fiend; but, "guilty!" That is enough. To the culprit it would be relieved of half its force if it came dressed up and half hidden by other words; but he hears it—"guilty;" and before the awful horror and approaching doom that live and burn in those two syllables he falls senseless to the floor. For him no coloring, no adjectives, comparisons or oaths would add any force to the terrible word. He had no sense of its meaning when he committed the crime; but now he is brought face to face with its awful magnitude.

And thus men spend a life in continual violation of God's law without considering that there is much meaning in that little word, *sin*. Did we realize its force as we shall when it confronts us at the bar of God, as "guilty" does the culprit before a human tribunal, how differently should we regard sin from what most men do!

A public speaker's appreciation of the force of language, can be guaged with tolerable accuracy by his manner, tone and emphasis. (In doing this, however, due account must be taken of his temperament and strength of voice.) Some speakers *roll off* language with all the volubility of a "speaking medium," and apparently with little more appreciation of its full meaning. Words chase each other like the sounds of a guitar, and with as little difference in magnitude. Such men are called "easy speakers;" and easy they may well be,

carrying a multitudinous load of "easy words," in which they perceive little weight. But the man who most realizes the force of language, is not an easy speaker. He weighs, as it were, every word as it comes from his lips, and though dwelling upon it till the next word forces it away, often with an appearance of hesitation. Every word seems emphatic—standing by itself—owing nothing of its force to other words. Is it not true that most of our really ablest men are not called "easy speakers?" I think herein lies the reason. With them every word is a power—armed with thoughts like two-edged swords—and they cannot toss them about like a juggler's balls. No doubt they are often misjudged by superficial minds, and sometimes produce less effect upon a promiscuous audience, than others whose words *flow* like water, making an impression more by the force of speed than of thought.

So in writing: one man will express a given thought in half the words another would require. He knows better the meaning of words, and what are necessary to express the idea. The other stumbles on, piling up words to make his meaning full; when, did he understand the true force of words, he would see that many were useless. Indeed, we do not realize how much practical tautology, and incorrectly expressed thought there is in the writings of most men. This desire for strong language—piling up ideas—sometimes leads to amusing blunders. Many a laugh have I had over the slips of my brethren of the quill—as perhaps they have over mine. The following now occur to me: One told of a "large and extensive cotton factory, fifty by a hundred feet in size, and three stories high!" He might as well have told us of a monstrous, great big pumpkin, four inches in diameter. Another, now a foreign consul, wrote of a train of cars, "overflowing with passengers, drawn by two locomotives ahead of each other." Another said that the multitude of teams coming into the city "looked like a forest of masts." Another, now an able judge, describing a public dinner in midwinter, said the tables groaned with the "luxuries of the season."

The poet is sometimes supposed to have full license to deal in fiction at random. No mistake was ever greater. No writer is under rules so stringent. He must know the exact meaning of the terms he uses, or he may subject himself to such criticisms as no sensitive man can endure. If he were to use words half as loosely as many prose writers do, the critics would make a laughing-stock of him at once. To be a poet, one needs to carry "Webster's Unabridged" in his head, and have every word "illustrated" by imagination. Behind every fancy he must have a fact, to which the fancy shall so precisely

correspond, that the fact can shine through it, magnified to the mind, and without distortion. No man can do this without a good understanding of terms and their force. The poet, therefore, must study every word he uses, and his is perhaps the best school one can have in which to study the force of language.

It is a great defect in the education of our children, that they are no better taught the precise meaning of words. In this parents and teachers are alike culpable. Of what use is it for a child to commit a lesson, without knowing what the words mean? I once heard a young man reciting a lesson in Natural Philosophy at an Academy. The rule for a certain experiment was, "place a vessel half full of water over the fire," &c. He recited it, "place a *ship*." He knew a ship was a vessel, and supposed of course a vessel must be a ship. Parents should instruct their children in words as the Jews did theirs in their law; at home and abroad, lying down and rising up, riding or walking, working or playing, continually; and every parent should esteem Webster's Unabridged Dictionary second only to his Bible in importance. Teachers need not make it a separate study, but it should be a part of every study. The pupil should never be credited with a perfect lesson till it is known he can define the meaning of every word in it. Classes should be taught the proper use of adjectives, so as never to use words that add nothing to the subject, either in force or ideas. Teach them the difference between words having a similar general meaning, and yet not the same; in short, teach them the force of language, and it will be by no means the least valuable part of their education. C. B. S.

OZONE.—M. Soret has determined that the density of ozone is one and a half times greater than oxygen. Dr. Boeckel, of Strasburg, has shown from observations, conducted during a period of eleven years:

1. That there is more ozone in the spring of the year. 2. That May is the richest month. 3. That October and November are the poorest. 4. That there is less ozone at night than during the day. 5. That certain years were rich in ozone—1862, 1863. 6. That the barometric variations, morning and evening, coincided with the variations in the quantities of ozone.

—The persons who live on the failings of their neighbors will never die of starvation.

REFLECTIONS OF A SUMMER SCHOOL TEACHER.

LADIES! Teachers of Michigan! You who have "taken" schools in country districts, list as one of your number gives expression to thoughts which methinks can be no strangers to any who have entered the teacher's ranks with a view to the good of their schools.

April with its clouds and sunshine, its tears and smiles, is stealing from our grasp. We gaze upon the setting sun from day to day, and mentally exclaim: "One day's journey nearer the hour in which we shall commence our work."

But how are we employing these intervening days? Are we schooling our minds for the work before us? Investigating it in all its varied phases? Determining to our own satisfaction wherein we can improve upon past efforts, and how far previous views have been erroneous? Calling all the latent powers of our minds into full and vigorous exercise, that we may decide aright? Yes! it must be so. These grave, all-engrossing thoughts steal upon us, leading captive every faculty, and leaving us awe-struck as we contemplate that it is our destiny to sweep a thousand heart-strings, waking echoes which will vibrate through the endless ages of eternity.

Imagination places us in the doorway of our school-room. As far as the eye can reach, farm houses dot the landscape o'er. Here dwell the parents who have so trustingly committed the little ones to our keeping. And shall we betray the trust? Here they come. Laughing, joyous, merry childhood. The more timid fall back as they catch a first glimpse of their new teacher. Now is the trying moment. If our minds shudder in disgust at sight of that untidy one; sink in despair as the unexpressive, unintelligent brow and features of another greets our vision; or tremble with uncertain dread, as the reckless, stubborn eye of a third gleams maliciously upon us, we shall lose more influence in that one brief moment than we can fully regain in all the coming months. On the contrary, if we look, as one eloquent teacher so beautifully expresses it, "beyond externals, and view each child as the embodiment of an immortal soul, for which Christ died," we shall meet them kindly, affectionately, and thus gain an important victory. And here we note the existence of a great fact; a principle which underlies all governing or controling force. The mysterious influence which the mind of the governor exerts over the mind of the governed. Between teacher and pupil, this is noticeable. For deeply implanted in every child's nature is a principle which leads it

instinctively to recognize the superior power of those under whose authority it is placed. Woe to us if we do violence to this feeling in the minds of our pupils. If we do, if for one moment we lose our control over a single mind, we can never *fully* regain it. We may use the rod, may chide, may persuade, yet it will not fully compensate for this loss of power.

But imagination presents another picture, showing a variation of this same principle. We cannot shut out these thoughts if we would. All through the busy day, and often in the silent watches of the night, we look forward to our work. Its active duties will soon engross time and attention, and now is the better time carefully to scan cause and effect. We shall thus be better prepared to meet coming emergencies; shall avail ourselves of a broader view of the teacher's position, and shall be less liable to yield when trial comes, or to decide hastily that we are unfitted for our calling. Then it is not in vain to submit to imagination's sway; for we know not how soon these fancy pictures may become merged into and lost into actualities.

We lift the curtain. Weeks have passed. The school has been successful beyond our most sanguine expectations. Yet, as every true teacher's will, our ideal standard has been proportionably perfected, and we must still look to our motto, "Excelsior." 'Tis a sultry summer's morn. The previous night we were too weary to sleep, and now the overtasking of the brain betrays itself in physical suffering. School progresses for a full half hour with no perceptible change. But just now yonder black-eyed boy drops his book and flashes of mirth are twinkling in his eye, and dimpling his cheek. We feel sure that the spirit of mischief is on the wing. And now a curly-headed girl turns quickly as our glance rests upon her. In her averted gaze we catch gleams of a half defiant look. We grow nervous, restless. Before recess the mischievous sprite seems to have o'er-shadowed every mind with her invisible wings. And yet there is no *real* disobedience, no actual outbreak, nothing tangible upon which to fix. Indeed, we can not justly speak one word of reproof. If our organization is a delicate, susceptible one, we are in despair. The tears are welling up from the already overflowing fountain, and we feel that our pupils were never so ungovernable. Ah, 'tis a sad picture. Sensitive nerves shrink from its contemplation. But we must not shut it out from our mental vision, hoping that no such experience will be verified in our school life. Rather let us look at it calmly, analytically, and seek for the cause.

Does it rest with the scholars as we imagined? We think not. If we examine ourselves we shall find that we were conscious of an

exhausted, almost desponding — certainly a perplexed state of mind — as we glanced at the first offender. Scholars are not philosophers. There existed in their minds no definite idea of the change which had occurred in the governing forces of the school-room. Yet they perceived it as if by intuition, and acted accordingly. They were right, too, in their conclusions. That unseen, undefinable power which binds their wills in subjection to ours had been momentarily lessened. Consequently the fault was our own.

Knowing now the cause which operated so disastrously, shall we yield to despair, and thus render ten-fold more certain the result we wish so earnestly to avoid? No! no! It is true we have lost somewhat of influence. But it is also true it was but for an hour, after weeks of perfectly adjusted power. And now, if we will but rise in the consciousness of our strength, and with indomitable will brush away the care-clouds from our brow, our pupils will note this change also, and readily yield submission. But we must be doubly on our guard now, for they will be looking for a repetition of such occasions. But these thoughts are not yet realities, and we may be the wiser for our reflections and entirely avoid such sad conflicts with self.

But perchance there are teachers who have no such thoughts; who lay no plans for the future. They fail to realize that a responsibility is resting upon them which would call into requisition an angel's powers, were they ours to use. Their only thought is to *keep* school, and their only plan *to decide upon the outlay of the wages thus gained.*

With such we have no sympathy. Nor do we fear that their eyes will ever rest upon these lines, for they are not among the number who expect the monthly visits of THE MICHIGAN TEACHER.

E. S. S.

THE CLOCK PROBLEMS.

THESE problems are found in various works on Algebra and Arithmetic, and are almost always a source of trouble to both pupils and teachers. This is not because there is any real difficulty in them, but because they are not introduced where they properly belong. One author places them among problems containing *two unknown quantities;* and pupils are sometimes set at the stupid task of solving them by means of two equations. The most common of these problems are the following: *At what time between one and two o'clock will the hour and minute hands of a clock be exactly together?*

THE PRINCIPLE INVOLVED.

The hands of a clock may represent two couriers traveling in the same direction at different rates; and in all questions like the above it is merely required to find the time in which one will overtake the other. The true place for such questions is in Mental Arithmetic, and the solution is so simple that the following principle may be stated without illustration. *The time required for two couriers to come together who are traveling in the same direction at different rates may be found by dividing their distance apart by the difference of their rates.*

This principle may be applied as follows: At 1 o'clock the hands are one (hour) space apart. The minute hand passes over twelve of these spaces while the hour hand passes over one; hence their relative rates are 12 and 1 respectively. The time required for the minute hand to overtake the hour hand will therefore be expressed by 1 divided by 11, or 5 5-11 minutes; hence the time will be 1 o'clock, 5 5-11 minutes.

At what time between eight and nine will the hands be together? At eight o'clock the hands are eight spaces apart; hence they will be together in 8-11 of an hour after starting, or at 8 o'clock, 43 7-11 minutes.

PROBLEM SECOND.

At what time between two and three will the hands be opposite each other? At two o'clock the hands are two spaces apart, but to be opposite, they must be six spaces apart; hence the minute hand must overtake the hour hand and pass six spaces beyond it. The time required for the hands to come to the required position will be 8-11 of an hour, or at 2 o'clock, 43 7-11 minutes.

PROBLEM THIRD.

At what time between four and five will the hands form a right angle? At four o'clock the hands are four spaces apart, but to be at right angles they must be three spaces apart; hence the distance to be gained is one space, and the time will therefore be 4 o'clock, 5 5-11 minutes. Again, they will be at right angles when the minute hand has overtaken the hour hand and passed three spaces beyond it. The second time will therefore be at 4 o'clock, 38 2-11 minutes.

— If the beginning of one's life be vanity, we need not wonder if the end of it be vexation of spirit.

Resident Editor's Department.

EDITORIAL ITEMS.

ALL matter designed for the Resident Editor should hereafter be sent to Ypsilanti. Correspondents and exchanges will please notice the change.

WE still need copies of the January number of the TEACHER, and shall feel obliged to all who will send them. We do not ask this as a gratuity, but are ready to pay for them.

We wish, also, to buy Volume Second of the *Michigan Journal of Education.* Persons who have the entire volume, or any of the numbers, which they are willing to dispose of, will please address us.

As this is the time when most of our public schools begin the work of a new year, we hope that the interests of the TEACHER will not be neglected. It will be a very easy matter for each Principal to procure subscribers among his assistants, and we think that, by a proper effort of this kind, several hundred new names can be added to our list. Will not those who have as yet done nothing for the TEACHER, now lend us a helping hand? Are there not many of its first and best friends who are not yet "weary in well doing?"

IN our absence from home, our associate has performed the greaert part of the labor upon this number; and the interesting summary of educational news is entirely due to him. While we speak thus in commendation, we are constrained to notice a somewhat questionable transaction in which our friend has been recently engaged.

While on our journey to the east we stepped from the train at Marshall, and was surprised beyond measure to learn that Mr. Whitney, without our knowledge or consent, had received a new partner into the firm in the person of a beautiful and accomplished lady, Miss Addie Goucher. Expostulation is in vain where there is no hope of reformation; and as it is not possible to restore the situation to what it was, we shall try to become reconciled to it as it is.

THE period of vacation has passed. Old homes have been revisited, old associations renewed, and a blessed cessation from toil enjoyed; and now, in thousands of schoolrooms, the work which taxes muscle

and brain and heart has been renewed. The weary load which Sisyphos had rolled to the top of the hill is now at its foot; and again the upward toil has begun. To some of our readers there has been a severing of old associations. Faithful co-laborers whom common trials and common sympathies had made doubly dear, are henceforth to walk in different pathways; pupils who had become like brothers and sisters in affection have been given into the charge of others; and the school-room, hallowed with the sacred memories of bright faces, kind words and earnest prayers, has been left forever. And now in place of all these are new scenes and new trials; and there is a marshaling of all the energies of mind and heart for the contest which seems so formidable, because its elements are unknown. With such we can sympathize; for the success of such we can pray.

Others have returned to the old fields of labor, and can look into the faces and lean upon the arm of those who have learned to trust and to love. Happy the lot of such. The year may have its trials, yea, will have them; but the consciousness of victories already gained will inspire confidence and insure success.

But for all these there is the earnest question: What good shall the year bring forth? What blessed influences shall pervade our schools for the quickening of the intellect, the purifying of the life, and the salvation of the soul? To all who will labor under such an inspiration the year is full of hope, full of joy; and though dark hours *will* come, the faithful laborer shall not be left comfortless.

A graduate of the common schools of New York, in which we afterwards served an appprenticeship in teaching, we gladly availed ourselves of an opportunity to attend a meeting of the State Teachers' Association held at Geneva. We had intended to prepare a full report of the doings and sayings of this convention, from notes taken upon the spot, but our pages, already overcrowded, forbid more than a brief notice.

The attendance was large, and must have been very gratifying to those who were more especially interested in the success of the meeting. Merrill Hall was filled to its utmost capacity, long before the beginning of each session, with grey-haired veterans, young men and maidens, and with others who were not teachers, but who were interested in the discussion of educational topics. A noticeable feature of this meeting was the presence of so many men of ripe experience in the work of teaching. Here were college presidents and professers, principals of Normal schools and academies, and superintendents of city schools. The wisest and most experienced thought it not beneath their dignity to give character and influence to this association, by

their presence and counsel. This forms a striking contrast to the state of things in Michigan, where there seems to be a strong tendency for the older and wiser to withdraw from the State Association and leave it in the hands of the young men. We are glad that the young men are free to give their strength to this enterprise, but we are sorry that the older are not more willing to give their wisdom in addition.

The teachers of New Nork, as represented in this convention, are talented, enthusiastic, progressive; and in such hands the educational interests of the Empire State must continue to prosper.

In conclusion, we wish to express our thanks to Dr. Cruikshank, of the *New York Teacher*, for courtesies shown us during our attendance; and we beg leave to assure him, that should he ever venture into the wilds of Michigan he will find a hospitable reception among his professional brethren.

INDIANAPOLIS has lately been the scene of several important educational conventions. First, there was the National Association of School Superintendents, August 13th; the American Normal School Association, August 14th; and the National Teachers' Association, August 15th, 16th and 17th. These meetings brought together prominent educators from various parts of the country; and the proceedings were of great interest and value.

The National Teachers' Association met at 10 o'clock A. M., on the 15th, and an address of welcome was delivered by Governor Morton, and a response was made by Mr. Wickersham, President of the Association.

The following is a synopsis of the proceedings: Paper, "*The Educational Needs of the Border States*," by Hon. W. R. White, of West Virginia; Discussion, "*What proportion of their time should the young spend in school up to the age of sixteen?*" Paper, "*The Duties of an American State in respect to Higher Education*," by Prof. W. F. Phelps, of Minnesota; Annual Address by the President; Paper, "*The Relations of the National Government to Education*," by Hon. O. Hosford, of Michigan; Lecture, "*The Psychology of St. Paul*," by Rev. Jesse H. Jones, of New York; Paper, "*Is there too much time spent in the Study of the Classics in our Colleges?*" by Prof. W. P. Atkinson, of Massachusetts; Paper, "*School Supervison*," by Hon. E. E. White, of Ohio.

John M. Gregory, LL.D., was elected President of this Association for the next year; and Detroit was spoken of as the next place of meeting.

BOOK NOTICES.

THE GREAT SCHOOLS OF ENGLAND. *By Howard Staunton.* London: Sampson Low, Son and Marston. 1865. pp. 517.

This choice volume contains an account of the foundation, endowments, and discipline of the chief seminaries of learning in England, including Eton, Winchester, Westminster, St. Paul's, Charter House, Merchant Taylor's, Harrow, Rugby, Shrewsbury, etc., etc. It will be recollected that a Parliamentary Committee was appointed several years ago, to inquire into the revenues, management, etc., of these institutions, and that they presented a very able and interesting report, which has furnished the materials for a fresh crusade against the cause of classical learning in this country. Many of the valuable observations and recommendations made by these Commissioners are incorporated into this work, and give it additional value. This volume also contains fine illustrations of nearly all the great schools, which render the several accounts vivid and interesting. There is great ignorance among American teachers respecting these venerable educational establishments, owing, no doubt, to the lack of facilities for acquiring information concerning them. Although imported books are now expensive luxuries, we have no doubt that many, after a perusal, will feel amply justified for having purchased this valuable work.

SCHOOL GOVERNMENT. *By Frederick S. Jewell, A. M.* New York: A. S. Barnes & Co. 1866. pp. 308.

Insubordination is the great vice of society — a necessary result of that almost total disregard of "The eternal fitness of things," so often seen in our schools. Jonathan is democratic — a believer in man's divine right to govern himself, and hence is naturally inclined to consult the wishes and interests of no one but himself. Family government often presents the curious spectacle of parents yielding an humiliating obedience to their children. This spirit is, of necessity, transferred to the school-room, where it becomes a constant source of mischief and evil. This repulsive spirit of insubordination is not possessed by children alone, but waxes stronger and more defiant as years increase, till it reaches its climax in college life. Shameful as is this exhibition of lawlessness in our ordinary schools, it passes beyond all decency in our colleges and universities. Professors and tutors seem to think they have done their whole duty when their requirements of study have been observed. Students may be openly

insulting, and set at defiance every principle of decency and right, yet such excesses are looked upon, very often, with indifference, sometimes, perhaps, in helpless despair.

Good government in school is universally recognised as a desirable thing, but most teachers look upon it as a *means*, rather than as, in itself, an invaluable end. "There must be good order," they say, "so that the proper work of the school may go on without interruption; but our chief concern is the instruction of our pupils." There can surely be no fact more clear to an observing mind, than that good government is, in itself, a thing of supreme importance, involving, as it does, the right use of all acquired power, and consequently determining the happiness of the individual and his value to society. The standard of order in our schools is low, a result both of an underestimate of its importance, and of the proper means to be employed in securing it. A work, therefore, which shall arouse teachers to the importance of the subject, and which shall present a clear statement of principles and methods, is a thing greatly to be desired; and we unhesitatingly recommend the work named at the head of this article to our fellow-teachers, as in every way worthy of their careful study. This is the only work with which we are acquainted, which is devoted to a methodical treatment of School Government. The views of the author are comprehensive, and the principles which underlie the subject are clearly stated and correctly applied. There is a manly defence of vigorous discipline, which is truly refreshing when contrasted with the theories of certain shallow reasoners upon this subject. We are especially pleased with our author's handling of Herbert Spencer's "natural reaction" theory, and also of "moral suasion," and kindred fancies. The style of the work is vigorous and pleasant, although the author is evidently more concerned about *what* he has to say than *how* he is to say it. We have read the book with profit and pleasure, and believe it to be a timely and valuable addition to our educational literature.

THE TEACHER'S INSTITUTE. *By William B. Fowle.* New York: A. S. Barnes & Co. 1866. pp. 258.

A more striking contrast to the work just noticed, in point of matter and manner of execution, could hardly be imagined than the book now under consideration. It is at best but a medley, composed of lectures, addresses, prefaces to the author's published works, and loose dissertations upon methods of teaching reading, spelling, arithmetic, grammar, etc. This feature of the work could of course be forgiven, if the results, upon the whole, were of real value. But

such is not the case. It is true that there is here and there a valuable thought or suggestion, but we think that very few readers will have patience to overhaul this chaff for the few grains of wheat which are hidden within. The author is evidently a man of much tact, one of considerable independence of thought, and was, no doubt, in his day, a successful teacher; but he seems to have forgotten that the world at large has kept at least an even pace with him, and that the things which are of such peculiar excellence, in his own view, are quite generally known among teachers. Such assumptions of originality and superexcellence savor too much of the pedagogue to be pleasing, and can hardly fail to create the impression that the author has under-estimated the acquirements and good sense of his readers. Nothing so much as this book has so unpleasantly reminded us of schools we have seen, taught by men who were twenty-five years behind the age, but who verily thought that the times were sadly out of joint, and that the usual methods of instruction were entirely wrong and inefficient. Such men, like our author, call every example in arithmetic a *sum*, and have the most unsuspecting confidence in their own peculiar methods. He who would see most striking examples of "confusion worse confounded," may look at some model solutions in Mental Arithmetic, pp. 69—71. The author believes in "moral suasion," and regards the use of the rod in any case as barbarous, and without sanction. His theological views, in this connection, if not sound, are at least curious, as the reader may see by referring to pp. 250—257. Mr. Fowle does not seem to us a *Jewell* of consistency in this matter; for, in respect to discipline in particular, our experience has taught us that we must adapt our methods of government, to a great extent at least, to human nature as it *is*, and not as it *ought* to be, and no doubt will be.

REPLY TO A CRITICISM

Of Monteith's Physical and Intermediate Geography, which appeared in the "Michigan Teacher" for April, 1866, signed "J. G."

MESSRS. EDITORS: Truly, this is an age of improvement; and no department of the business world has advanced more rapidly toward a high point of usefulness and perfection, than the teacher's profession.

In all that pertains to this noble calling, improvement is manifest—in discipline, mode of imparting instruction, school houses, school furniture, and school books.

How many of us contrast the dark, smoky school room, backless seats, the musty and misty pages of a repulsive lesson book, of our school days, with the elegant accommodations of school edifices of recent construction, and the inviting pages of the new, illustrated text-books—books in which facts and principles are explained to the minds of children by a mere glance at their beautiful engravings.

The old system of educating a child by hammering into his head so many lines, verses, or pages a day, which go no further than the tongue, is now being rapidly displaced by what is termed the "Object Method," or the mode of reaching a child's understanding through the medium of the *eye*.

When objects—the realities—are not available, then pictures of them are used with almost equal advantage.

In reading your valuable journal, I noticed a letter signed by "J. G.," who appears to be yet utterly ignorant of the existence of this system. He considers himself *posted* in educational affairs, for he sets himself up to criticise a new educational work, namely: "Monteith's Physical and Intermediate Geography," published by A. S. Barnes & Co., of New York.

While "J. G." acknowledges the excellence of the engravings, he writes: "This work is said, in the preface, to be based upon the Object System of instruction; but how an *object lesson* can be presented in the pages of a book, is somewhat puzzling." (!) If "J. G." will only call on any live teacher in Michigan, where he now is, he may be able to receive light on this important subject; for, already, great headway has been made in the schools throughout Europe, as well as the United States, by this system.

"J. G." charges "that Mr. Monteith has presented results, without first presenting facts which would guide the mind to the desired end." Whereas, after an examination of the book, I find that one of its leading characteristics is, that in the consideration of every subject, the mind of the learner is conducted gradually, by reasoning and illustration, to a natural conclusion.

The critic mentions page 26, so we open there, and find a section on "Wells and Springs"; and here, before a single line of the text is required to be committed to memory, are two beautiful pictures presented at the top of the page. From these pictures, the young learner sees, as though the ground lay open before him, how the rain water sinks through the loose earth or broken rock, until it meets solid rock or a stratum of clay, impervious to water. He further sees a representation of the subterranean streams which flow over these hard beds, how they issue from the ground or fill our wells. Again,

without turning a leaf, is noticed a fine illustration of boiling springs and the geysers of Iceland, giving a view, not only of the springs above the earth's surface, but far below the surface; thus tracing effects to their causes. But that is not all; for, besides an explanation which follows this representation, the whole is preceded by another picture, introducing the theory of those springs, by means of boiling water, rushing out of the spout of a tea-kettle.

In the face of this, however, "J. G." wants your readers to understand that the author of the book in question "does not lead the pupil to form a certain conclusion from given data." The critic cannot deny that he observed this section of Springs, for it occupies three-fourths of the two pages which he admits lay open before him.

To sustain his charge, he quotes paragraph 45, from page 26, meaning that it contains a conclusion which has not been preceded by data which would lead to said conclusion. Now, whoever will refer to that page, will discover that the 45th paragraph is the very last on the subject of Oceanic Movements, and that before the learner arrives at that conclusion, he has passed through forty-four paragraphs, besides illustrations, which lead directly to the conclusion. If "J. G." had found the "conclusions" at the *commencement* of the subject or section, there would have been some reason in his charges.

On the same head, he continues, by referring to the 1st page, paragraph 8, which is likewise the last paragraph of a subject.

"J. G.," in examining this book, has evidently read the first page last, and the last paragraph of each section first, and then stopped; hence, his opinion that the author does not "guide the mind to the desired end."

From another section of the book,—that on "Winds and Atmosphere,"—he quotes the 30th and 32d paragraphs, and asks, with astonishment: "What relation can such statements have upon the mental condition of a child?" "J. G." might, with equal justice, ask your readers to judge of the beauty and effect of Church's famous painting of the "Heart of the Andes," or of Bierstadt's "Rocky Mountains," by holding up to view a square inch of the picture which he might cut out.

You have heard of the clown, who undertook to examine a handsome oil painting; and, placing his eye close to the canvas, replied that he saw nothing but scratches of a paint-brush.

Not only has the critic ignored the 29th paragraph, which precedes the two quoted, (the 30th and 32d,) and which "lead to them as conclusions," but he has disingenuously omitted even to supply the 31st paragraph, which is a connecting link between the two. If you will

refer to these paragraphs, on page 33, and read them in connection with the paragraphs which accompany them, their effect and force will be readily seen.

"J. G." appears shocked because the author "assigns a reason why Providence formed the earth, in this or that manner. To do so, he says, "is far from reverential." Pray, what should the author assert? That Providence did not form the earth?—or, if He did, that there was *no* reason in it?—or, that He did not "form in this or that manner"? However, let us turn to the book, and see what Mr. Monteith does say, and in what his *irreverence* consists. The "Introductory" chapter, by some fine pictures and a few interesting paragraphs, represents the earth in complete working order, and directs attention to the beautiful harmony which exists in Nature. This chapter ends with the following:

"8. You (the learner,) may conclude, then, that the whole earth, of which all these things are but parts, was made for a *Great Purpose*, by a Being of infinite wisdom, goodness, and power, according to a design formed before the beginning of the world; and his purpose was *to provide an Abode for Man, whose Delight would be to praise, honor, and serve Him.*"

The second chapter treats of the general order of Creation, in an interesting style, points to Mountains, Oceans, Currents, and Winds, as affecting vegetable and animal life and the well-being of man.

DRAWING FROM OBJECTS.—A MANUAL FOR THE TEACHERS AND PUPILS OF COMMON SCHOOLS. *By Prof. John Goodison. Instructor in Drawing and Geography in the Michigan State Normal School.* New York: Ivison, Phinney, Blakeman, & Co. 1866:

We have just received the advance sheets of this new book, which is to be out by September 1st. "*It is just the thing,*" as the head Architect said when the Copper and Quartz block came from Michigan for the great Washington Monument. It fills a want, long felt by teachers and students who wish to learn the principles of drawing, that they may aid verbal descriptions by illustrations.

We have had *Manuals on Drawing*, but they only taught us to make straight lines, or copy set pictures, and gave us diagrams of the lines, or cards with the poor pictures to be copied with all their faults. We have had "Artist's Companions," "Schools for the Painter," with very good hints for the Masters, but without meaning to the Student. Is it to be thought strange then, that with *these* and *these only*, we have but very few persons who can handle a pencil readily, and but a small portion of these few can draw from given objects?

In the book before us, we have a manual simple enough for the beginner and deep enough for the advanced student, and will furnish food suitable for both. Instead of telling us how to copy and reproduce old sketches, our author at once places a simple object before the pupil, or tells the teacher how to do so, and with the object in view, the drawing is made of the object. In the *First Course* of lessons, objects are selected that call into use no laws of perspective; with each, suitable drill exercises are given, and one lesson is worked out to show how these lessons are to be used. This part of the book is designed principally for the teachers' use. The *Second Course* treats of the the various geométrical solids and their forms, and shows how the teacher may construct forms from which to have the class draw. The author here readily shows how a change in position produces a change in the appearance of the object viewed, and teaches the learner how to represent this change upon paper, also to measure with the eye the relative lengths as viewed. By means of this course of lessons faithfully used, it seems to us that all common objects might be readily represented by pencil. The last or *Third Course* treats of Perspective Drawing, a most important part, without some knowl- of which, the simplest forms cannot be correctly drawn; for as the author says: "you might as well teach arithmetic without a knowledge of the laws of numbers." It has been thought out of place to teach perspective in common schools, and to young students, but this is just the place and time when it can be best taught, enabling the learner to see the connection between the *object* and *drawing*, the "*whys*" and "*wherefores*" of the past lessons. The lessons of this part, are in the form of Problems, each illustrating a principle in perspective. The Problems are accompanied by the requisite directions to enable the student to use them with success. We earnestly hope the Publishers will hasten so that we may have this welcome book to take to our school rooms the next term.

— It is a suggestive fact, that while infidels have presumed to mock the Law-giver and Him who has redeemed us from the curse of the law, they have never touched the LAW itself! The perfection and glory of the Ten Commandments stand before the civilized world unimpeacqed as a perfect rule of right and wrong!

— Infinite perfection excludes the possibility of injustice or mistake; of course the supremacy of God, who is infinitely perfect, must be infinitely desirable.

Educational Intelligence.

MATTERS AT HOME.

HISTORY OF NORMAL GRADUATES.— (CONTINUED.)

FIFTH CLASS, 1857.

JAMES M. HENDERSON—Taught in Indiana, after graduating; entered the army at the breaking out of the war for the Union, holding the position of colonel of an Indiana regiment. His residence is not known.

ENOCH BANKER— After graduating, went at once to Lansing, as assistant professor of chemistry in the Agricultural College; taught, in addition, mathematics and natural sciences; was also secretary, for a time, of the college. Mr. B. remained two years at the college, he then went to Jackson, where he had charge of the lower town union school one year; then read law with Johnson and Higby, attended law school at the University, and graduated with the first class; he then returned to Jackson, and shortly after entered into partnership with Judge Bennett, with whom he has since practiced his profession with success; has held the offices of recorder, city attorney, and been connected with schools, as inspector, for five years.

WILLIAM CAMPBELL — Became principal of Owosso Union School; after a time he took charge and organized the union school of St. Clair, where he taught several years with success; he afterwards went to Mt. Clemens for a time; since which time he has been engaged in farming, filling quotas of troops, etc.; is now treasurer of the Farmers' and Mechanics' store, Ypsilanti.

F. WALKER MUNSON — Taught in Howell, Dowagiac and Hastings, after he had finished his studies at the Normal; had taught much before, and during his course. In the spring of 1860, Mr. M. left teaching, on account of ill health, and went on to a farm near Howell, where he now resides.

SILAS WOOD — Has taught nearly the entire time since graduating; first at Corunna, then at Eaton Rapids, where he remained for three years, teaching very successfully. From Eaton Rapids, Mr. W. went to Mt. Clemens, where he had charge of the union school for three years. Resigning his place at Mt. Clemens, he took the principalship of the Paw Paw union school, which he held for two years, when he again (in 1865) resumed charge of the school at Mt. Clemens, which he still has principalship of. Mr. W. has been uniformly successful.

CHARLES F. LEBARON — Taught the Dexter union school for a time; then went to Buchanan, and from there to Michigan City, Ind. Has engaged in teaching a portion of the time — farming in the summer, and teaching winters, as we are told,— and lives near Saline.

CAROLINE E. DOTY — Is thought to be teaching,— where, not known.

SARAH M. AULLS — For some time, after finishing her course, taught in Ann Arbor; she then accepted an appointment as assistant in the Normal School, which place she resigned to become the wife of William Campbell, a class-mate. She taught, with her husband, at St. Clair for about a year, when she died.

MARY CARPENTER — Has taught some. History not received.

MARIANNE LIND — Now Mrs. B. F. Thompson, has resided at Saginaw.

HELEN POST — Became teacher in the Ypsilanti Union Seminary soon after graduating; which place she held until she became preceptress of the same school, filling said place with credit to herself and to the satisfaction of the people, until the close of the last term, when she resigned — refusing to remain on any terms. Miss P. still resides at Ypsilanti.

ELEANOR M. GRAVES — Has taught two years since graduating; the remainder of her time being occupied with domestic duties, and the care of orphan children, made so by the late war. Miss Graves lives near Ypsilanti.

THERESSA E. RANDALL — Went to St. Clair the fall after graduating; taught district school for a time, when she became assistant to William Campbell in the St. Clair union school, having charge of the second grade. Miss R. remained at St. Clair, teaching with success, until 1860, when, on account of sickness, she was obliged to leave school for five months. Regaining her health partially, she made repeated attempts to continue in her profession till the spring of 1863, when she resigned her place. The fall following, she went back to the Normal, intending to pursue French and German, and branches lately added to the course of studies; but the sickness and death of her father soon took her home again, since which time she has remained at home, in caring for her mother, regretting that she had to give up her chosen profession, in which she had been so successful. She says: "Of my success or failure in teaching, others can perhaps judge better than I; but one thing I know, *I loved my work.* Few, I believe, ever loved it better. * * Its cares, its trials, and its responsibilities, none can know but by experience; and yet, it is a grand, glorious work. It is a part of God's work, and happy he, who may be deemed worthy to be a co-worker with the Infinite." Miss Randall resides at River Raisin.

SIXTH CLASS, 1858.

CHANNING W. ADAM — Took charge of the union school at Rochester for a time, which place he resigned to take a similar place at Plymouth, where he remained nearly a year, or until he died. His illness was thought to have been brought on by overwork, as he was preparing to enter the University in an advanced class. Mr. Adam's death was a severe blow to the educational interests of the State, for he was eminently successful as a teacher, and gave promise of rare scholarship,

EDWARD BIGELOW — Left for Illinois shortly after graduating, and took a country school near Centreville. After five months stay here, he went to Lebanon and took charge of one of the public schools there. In October, 1859, he took charge of the school at Cottonwood Grove, where he remained till 1861, when he removed to Pochahontas, and taught for a time. When the President's call came for 600,000 men, Mr. B. volunteered,— actuated by a

sense of duty to his country — enlisting as a private in the 130th Illinois infantry. He was with his regiment through all its marches, and in all its engagements, from Memphis to the siege of Vicksburg; and took part, also, in the Jackson campaign, after which he went to New Orleans. In December, 1863, he received a commission as captain in the 93d U. S. Colored infantry, and after nearly a year's duty, was appointed provost marshall and provost judge of a parish in Louisiana, with headquarters at Thibodeaux. The June following he returned to his regiment, and was honorably discharged in July, 1865. Soon after he was married, and went to Weston, Mo., and taught in the Weston Institute, with Principal Goodale. He now resides at Greenville, Ill., where he expects to continue in the vocation of teacher, in which calling he has been very successful.

JAMES S. LANE — Taught for a time. At the breaking out of the rebellion entered the Union army, and was killed at the taking of Yorktown.

CHRISTOPHER T. BATEMAN — Taught for three years, after graduating, in schools of Tecumseh, Petersburgh, and Deerfield; he then entered Adrian College, where he graduated in 1862; soon after he enlisted in the 18th Michigan infantry, where he served as sergeant until November, 1863, when he was commissioned 1st lieutenant in the 14th U. S. Colored infantry. In January, 1864, he was made captain of Co. C, 17th U. S. C. I., and sent to Nashville, Tenn., where he remained until mustered out of the service. Capt. B. was severly wounded at the battle of Nashville, Dec. 15th, 1864, in a charge upon the rebel works. About the time Capt. B. left the service, he published a volume of poems, entitled "*Noah, and other Poems.*" Last winter Mr. Bateman taught at Petersburgh, and is now engaged in photographic business at Adrian.

LEVI A. WILLARD — Taught for a time in the Ypsilanti Union Seminary. In 1859, he went to Illinois, and taught two years in the public schools of Pekin and Warsaw; after which he spent two years in reading law at Peoria and Springfield; was admitted to the bar, at the latter place, in January, 1864. Mr. W. now resides at Des Moines, Iowa, and has charge of the public schools of said city.

S. W. P. BLACKWOOD — Went to Sonora, Cal., where he engaged, for a time, in teaching; he has since studied, and is at present practicing medicine at New Orleans.

FRANCIS G. RUSSELL — Was principal of union school at Lansing for some time; he resigned his place, and accepted an appointment in one of the departments at Washington, which place he held for a time. Mr. W. is now a claim agent and secretary of M. police, at Detroit.

ELVIRA M. ALLEN — Has not taught since graduating. Married A. H. Wilkinson, a lawyer, and resides in Detroit.

ADDIE BRADNER — Was preceptress in one of the Detroit union schools for two or three years after leaving the Normal. She then married Mr. Palmer and it is thought still lives in Detroit.

LOUISA M. CLARK — Taught at Mackinaw one season, then in Illinois a year or more, and then some time in Kentucky. About four years since she married a Mr. Crawford, of Kensington, where she now lives with her children —her husband having died a year since.

HARRIET A. FARRAND—Taught at Mackinaw the first summer after graduating; was then preceptress of the Union School at Lansing for three years, and has taught one term since. Miss Farrand now resides at Vineland, N. J.

JULIA A. KING—Went to St. Clair, where she has taught with success in the union school of that place for six years; she then spent a time at the Normal, after which she was principal of a union school in Lansing for one year, doing a man's work for a woman's pay. For the past year she has been preceptress in the Female College at Kalamazoo.

COLLEGE COMMENCEMENTS.

About the time of the issue of our last number, came the commencement season of the University, and the several colleges in our state; each passing in review before regents, trustees, or examining committees, and receiving praise for the meritorious efforts of the past year. Success seems to have crowned the year; and titled ones are more abundant, and, we trust, more efficient.

UNIVERSITY.—The usual Baccalaureate sermon was delivered by Dr. Haven, on Sunday, June 24th. It was a very powerful and eloquent sermon, and was well received by a large and attentive audience. On the evening of the same day, Rev. J. M. Buckley, of Detroit, gave the annual address before the Young Men's Christian Association. The Alumnic reunion, on Tuesday evening, called forth a densely filled house, at which were given an excellent oration, by Alexander Martin, Esq., of St. Louis, and a poem, "*Getting Along*," by General Cutcheon. The productions are both spoken of as having rare merit, equaling, if not surpassing, anything given before the Alumni in many years.

The *Memorial Committee* reported $7,000 subscribed for the Memorial Chapel; and, to further the project, a committee was appointed to memorialize the next legislature upon the subject of increasing the endowment of the University. A subscription was started to raise means to procure a marble bust of Dr. Tappan, for the University.

The exercises of the Graduating Class took place on Wednesday, the 27th of June. The large Presbyterian church was densely crowded by eager friends, wishing to witness the efforts of the prospective A. B's. The productions of the class were meritorious in composition, and so delivered as to elicit frequent rounds of applause from an appreciative audience.

At the close of these exercises, in accordance with the vote of regents, President Haven conferred the degree of Bachelor of Arts on twenty-eight students, Bachelor of Science on six, and Civil Engineer on six; on fifteen former graduates was conferred the degree of Master of Arts, and on five, that of Master of Science. The honorary degree of Doctor of Laws, was conferred on James V. Campbell, of Detroit, one of the Justices of the supreme court of Michigan, and that of Master of Arts, on Hon. W. Y. Baxter, of Jonesville, Michigan. There have been 231 graduates in the three departments the present year.

OUR STATE UNIVERSITY ABROAD.—In his address before the Alumni at Cambridge, Mass., recently, Dr. Hedge, who delivered the oration, spoke of the University of Michigan, at Ann Arbor, as at the head of the colleges in the country. Rev. Dr. Haven, president of that college, he said, is now in Massachusetts on a short visit. He is a man of ability and of "tact," which wins even against ability. When he went to Michigan, two or three years ago, there was a serious trouble threatening the college, on account of the change of presidents, but everything now goes on smoothly, and the twelve hundred students receive the best instruction the country affords.

KALAMAZOO COLLEGE.—President Gregory gave the Baccalaureate sermon. His subject was the three temptations of Christ. The speaker showed the corresponding temptations in the life of young men, and closed with an earnest appeal to the young collegiates, to start out in life with high and true resolves. In the evening of the same day, Rev. J. B. Barker addressed the society of Missionary Inquiry, The address before the Ladies' Society was given by J. C. Burrows, Esq., on Monday evening. On Tuesday evening, was the address before the College societies. The Graduating exercises took place, Wednesday, A.M., and the address before the Alumni at 3 o'clock, P.M.; Rev. J. L. Boydon, of Novi, delivering the latter.

The graduating class consisting of three gentlemen, Messrs. George, Caldwell and Lane, and two ladies, Misses Langrich and Montford, did themselves and the college honor, by their masterly efforts in composition and oratory. The usual degrees were conferred upon the members of the class, and that of A.M. upon two of the Alumni.

ADRIAN COLLEGE.—The annual commencement of this college has passed off with much *eclat*, although the graduating class seems small. By the addition of the Protestant Methodist denomination, of about 50,000 members, to what may be called the constituency of this institution, it has received a great increase of strength. Financially speaking, its endowment has been raised from $80,000 to about $180,000. The Faculty are able and industrious, and the system of instruction seems to be faithful and thorough, with library and cabinet as good as are possessed by any college so youthful. During the first year of the war, a patriotic zeal carried away such a vast majority of the students as almost to annihilate the college, and to reduce the classes to a small handful.

PRELIMINARY EXERCISES.

The Baccalaureate sermon, by President McEldowney, on Sunday afternoon, was from I Cor. i: 22-25. The Inaugural lecture, by Prof. McElroy, on Monday evening, was upon "*Collegiate Culture, its Nature and Necessity.*" The lecture before the Star Society, Tuesday evening, by Rev. Alexander Clark, of Cincinnati, was upon "*Lessons from Common Things.*

On Wednesday evening, before the Alumni, Capt. Chris. T. Bateman, a graduate of 1862, recited a poem on "*Growing Older.*" An extemporaneous address followed, delivered by Prof. A. H. Lowrie. Another poem was read by Prof. I. W. McKeever, entitled, "*Is the Devil Dead?*" The orator selected for this year, Capt. J. H. Fee, was absent by reason of ill health.

COMMENCEMENT EXERCISES.

The exercises commenced about 9½ o'clock A. M., in the chapel. Prayer was offered by Rev. E. P. Powell, of Adrian. Music opened and diversified the exercises.

The orations and essays were very creditable, and well received. At the close of these exercises the following degrees were conferred, viz:

The degree of Bachelor of Arts, upon Berry Edmiston and Ednah L. Edmiston, (husband and wife,) Henry F. Knapp, John S. Wellman and George S. Young; the degree of Bachelor of Science, upon Hattie L. Bates, Clemenia Gardiner and Josephine L. Jackson; the degree of Master of Science, upon Philip H. Dowling, of Adrian, of the class of 1868; the degree of Master of Arts, upon Augustus T. Smith, of the class of 1863; the honorary degree of Master of Arts, upon Rev. Theophilus A. Clewell, editor of the *Evangelical Messenger*, Cleveland, Ohio; the degree of Doctor of Divinity, upon Rev. Z. Ragan, of Steubenville, Ohio, Rev. Ruell Hanks, of Tarrytown, N. Y., and Rev. Wm. Cocker, Superintendent of New Connection Methodist Conference, Canada.

The catalogue shows 369 students—209 gentlemen and 160 ladies. There were 8 seniors, 6 juniors, 15 sophomores, 37 freshmen, 60 in the senior preparatory class, 207 in the junior preparatory, 27 in selected studies, 54 in instrumental music, 17 in oil painting, and 6 in other departments of fine arts.

OLIVET COLLEGE.—The commencement exercises of Olivet College took place on June 28th. The exercises were participated in by members of the Sophomore and Junior classes, Miss Amanda M. Sherman being the only graduate.

On Thursday afternoon the ceremony of laying the corner-stone of the new hall was preceded by an historical address by President Morrison. The speaker gave a concise history of the early life of the college; referred to the self-denial and hardships endured by its founders; to the loss of two buildings, in succession, by fire; to the death of Father Shepherd, and of others who came with him. Several marked epochs in the life of the college were pointed out, and the present time shown to be one of the most marked in its whole history.

At the close of the address, Rev. Edward N. Taylor came forward, and said he wished to be "built in" to the new hall, and gave a liberal subscription for that purpose. He then made an eloquent appeal to those present to be "built in," which appeal was responded to by subscriptions amounting $15,000.

The vast audience then proceeded to the foundation walls, and listened to appropriate remarks by Philo Parsons, Esq. Various coins and documents were placed in the receptacle, and prayer offered by Rev. S. W. Streeter, of Union City.

HILLSDALE COLLEGE.—On June 14th, the commencement day of Hillsdale College was celebrated with appropriate ceremonies. The course of instruction in that institution is divided into three departments, the classical, the

scientific, and that particularly devoted to the education of young ladies, and which most of the female sex, who enter its walls, pursue. This is not the only course, however, to ladies, as they may, if desired, take up either the classical or scientific, and, as we shall see, one young lady has done this during the year.

There graduated in all the departments, nineteen pupils, all of whom, with the exception of one gentleman, absent from sickness, took part in the exercises. The essays and orations were of a high order, and reflected great credit upon the authors and the school. The last oration given, a beautiful duet was sung by Mrs. McAllister and Mrs. Rice, and at its close President Fairfield proceeded to confer upon the various graduates their appropriate degrees, all of the young ladies, except Miss Smith, seven in number, receiving the usual diploma awarded upon the completion of the ladies' course; two gentlemen, Mr. Cunningham and Mr. Vanfleet, receiving the degree of Bachelor of Sciences, and the remainder, nine in number, becoming Bachelor of Arts. Miss Smith also completed the classical course, and received a degree corresponding to the last. At the close of this interesting ceremony, President Fairfield delivered to the graduating class a most impressive, though brief address.

The President then, by the authority of the Board of Trustees, conferred the degree of Master of Arts upon thirty Alumni of the college, who had all, for the past three years, been engaged in literary pursuits, The degree of Doctor of Divinity was given to Rev. James Salisbury, of Leicestershire, England, and the Rev. William Underwood, President of Chiliwell College, England, both warm friends of the North during the late civil war. The same honor was awarded to the Rev. James Colder and to Rev. Fred R. Gallagher, while to Hon. Jacob M. Howard was given the degree of Doctor of Laws.

Very pleasant social reunions of the Alumni were held yesterday afternoon, at the Amphyctyon Hall, at President Fairfield's house.

The present condition of the college is eminently satisfactory to its friends. Its nominal endowment is $118,000, of which $60,000 has been received and invested. The students, of the year just ended, numbered over 600, and during the coming year it is expected to raise the salaries of its officers, and improve the college building.

Agricultural College.— At the close of the spring term, two weeks' vacation was given to the students of this college. This vacation past, the school reopens with new vigor. The attendance during the past year has been unusually large. This institution is rapidly gaining in popularity.

Female College.— The Michigan Female College held its annual commencement the last week of June. The class reviews exhibited a thoroughness of prepraration, creditable alike to teachers and pupils, and highly satisfactory to committees and visitors.

The public literary offerings of the Calliopean Society, on the evening of the 27th, were of a high order, calling forth much applause from an appreciative audience. The juniors, at their exhibition, gave an excellent entertainment of essays and music, to a crowded house. At the close of the junior

exercises, Nellie Smith, of Saginaw, the only graduate, read an excellent essay on "Shadows," and received her diploma and degree of Mistress of Science at the hands of Miss A. C. Rogers, Principal, who then read an able and lengthy annual address. Subject: "Female Education."

She spoke of its progress, its claims upon the state patronage; and showed that while much had been accomplished by individual and church enterprise, it remained for the state to foster and build up colleges for young women, by endowments equally ample as those given to similar institutions for young men. It is a niggardly and fatal policy that leads the state to ignore its daughters in its educational provisions.

The present hot-bed system of educating girls is not only destructive of health, but of wise society. If the sons are as the mothers; if to have men of sound culture and sterling patriotism, we must have cultivated mothers; then the State must recognize the fact, and lend a helping hand in establishing and maintaining institutions for young women, that shall exist upon secure bases, from generation to generation. The Michigan Legislature acknowledged the truth of this, at its last session, by passing a joint resolution asking Congress to grant an appropriation of public lands, for the purpose of aiding female education; at the same time, with an unwise economy, refusing to make an appropriation for the Female College located at its own capital. New York has courageously established a precedent of giving State patronage to a Female College, by a grant to Elmira College.

It is a curious fact that, while wealthy women endow colleges for young men, asylums, hospitals, etc., they do not endow schools for their own sex.

Miss R. gave a succinct history of the Michigan Female College, stating that the principals had no pecuniary interest in it; they had devoted to it, not only their arduous labors, but their entire means, even to the insurance on their lives. She closed with an earnest appeal to the citizens of Lansing in behalf of the College.

This institution has been highly prosperous during the past year. The present full and efficient Board of Instruction are retained for the ensuing year, which commences the last Monday of September.

The faculty consists of Misses A. C. & D. Rogers, Principals; Miss Harriet Barnes, who has been acting principal the past year, in the absence of the principals from illness; Miss Sara Cobb, Teacher of Belles Lettres; Miss Helen E. Lake, Mathematics; Miss Effie L. Clark, Languages; Miss Sophie M. Howard, Music; Miss Louise Bascom, Drawing and Painting.

Normal School.—This school closed its summer term the last week of June, and, with the colleges, is having a long vacation.

At the meeting of the State Board of Education, the closing week of the term, Prof. D. P. Mayhew was elected Principal of the Normal and Model Schools. Prof. Mayhew prepared for college at the Classical School at Catskill, N. Y., entered Union College in 1834, graduated with honor in 1838, received the degree of A.M. in 1840. He then took charge of the Academy at Lowville, N. Y., where he remained thirteen years. From thence, he went to Columbus, Ohio, to take the Superintendency of the Public Schools of that city. He was then appointed Principal of the Model School, at the State Normal, and after the resignation of Prof. Fisk, who went to the

Agricultural College, he was appointed Professor of Natural Sciences in the Normal School, which place he has since held. When Prof. Welch resigned the Principalship, last fall, Prof. Mayhew was made Principal *pro tem.*, and, as all well know, has given general satisfaction to those over whom he was placed. A more fitting appointment could not be made. Prof. M. is largely known, has had experience, is free from prejudices, and has broad and liberal views of the work he has to do; and, knowing these facts as we do, we predict success for him in the new field, and prosperity to the Michigan State Normal School, while it shall remain under his charge.

The general approbation that Prof. Mayhew's appointment meets, may be seen in the following extracts from the papers:

— Our Ypsilanti correspondent, in a recent letter, spoke of the appointment, by the State Board of Education, of Prof. D. P. Mayhew, as Principal of the State Normal School, in place of Prof. Welch, resigned on account of ill health. This is, in all respects, a fit appointment. Prof. Mayhew has been connected with the Normal School for a number of years, is an enthusiast in his work, and in every respect capable. The State is to be congratulated on having this important institution under such excellent management. —[Detroit Daily Post.

— The appointment of the Principal of the Normal School gives universal satisfaction to the people. His long connection with the school, uniform popularity among the students, his urbanity of manners, his disciplinarian powers, controlling the most incorrigible, and yet retaining their esteem and good will, conspire to make it an appointment eminently fit to be made. It is no discredit to Prof. Welch to say that the school starts out in a fresh career of improvement and usefulness to our community and State.—[Ypsilanti Commercial.

A Worthy Appointment.—We notice that the Board of Education has lately appointed Prof. D. P. Mayhew, Principal of the State Normal School. For nearly a year, since the departure of Prof. Welch, Prof. Mayhew has discharged the duties of Principal, and the able and efficient manner in which he has conducted the school, demonstrates how deservedly his temporary appointment was made permanent. All his life a teacher, with more than ordinary success, a man of strictest integrity, earnest, thorough and polite, and a true christian withal, his confirmation as Principal of the school with which he has so long been connected as a teacher, gives universal satisfaction. The Normal ranks high among the leading institutions of that kind in the United States, and it has been owing mainly to the earnest efforts of the truly able teachers that have been employed. No teacher has been more successful than Prof. Mayhew, whose ideas of a "make-up" education are pretty generally known to all who have been under his instruction. Thoroughness has been his motto, and possessing a most extensive and thorough knowledge in all the educational branches taught in the school, together with a singularly happy faculty of imparting instruction to others, it is no disrespect to the other teachers to say he became one of the most popular instructors in the institution. Especially gratifying is his appointment to the former pupils of the school, who seem to have manifested a

great deal of interest concerning it since the vacancy was to be filled. Their rejoicing is mutual, and must be a source of great satisfaction to Prof. Mayhew. With him at its head, no one can doubt the continued prosperity of our State Normal School, of which we have good reason to be justly proud. Our cities and villages everywhere need the thorough, earnest teachers it sends out.—[Adrian Times.

DETROIT PUBLIC SCHOOLS.

With the third week of June, these schools closed their Spring Term for a usual vacation. The examinations at the close, show the condition of the school to be excellent, and reflected great credit upon principals and teachers having them in charge.

Lengthy reports have been given of the exercises of the examinations of the higher grades in these schools, and may be found in the Detroit daily papers, from which we take some items.

The BARSTOW UNION, under the charge of Principal Marcy, graduated twelve students who in their closing efforts, are highly spoken of.

The BISHOP UNION, under the charge of J. F, Nichols, assisted by Miss Kate Brearley, and Miss E. Dunlap, had eleven graduates; seven ladies and four gentlemen, who presented their auditors a pleasing literary entertainment.

The HOUGHTON UNION, in charge of Principal W. W. Byington, assisted by Misses Buchanan, and Bigelow, had a fine graduating class of seventeen, of whom teachers and parents can be justly proud. At the close of the exercises, the class presented Mr. Byington with a neatly bound copy of Proctor's poems; and Miss Buchanan, with an elegant writing desk. The teachers and pupils of the junior department, presented Mr. Byington with a finely framed steel plate engraving of "The last hours of Webster." Other teachers were the recipients of beautiful presents, showing the excellent good will existing between teacher and pupil. Principal Byington who had resigned his place to engage in a business more profitable, if not more engaging and healthful, took leave of his charge in a feeling speech, in which he admonished them to faithful and earnest work, putting their confidence in whoever has the place of principal. Thus closes the labor of Mr. Byington in the Detroit Schools; he has served them faithfully for two years; may the same success attend him in any enterprise he may undertake. While it is to be regretted that the Board of Education should sustain so great a loss as the resignation of an officer possessing the ability and faithfulness of Mr. Byington, his many friends cannot but rejoice that his labors are to become less and his gains more. There can be no doubt that when the Boards of Education throughout the country are gradually deprived of the services of all their men of ability, they will awaken to the fact that salaries should be in some proportion to the amount and character of labor required.

CASS UNION, under the direction of Prin. Olcott, assisted by Misses Hall and Littlefield, graduated a class of nineteen; the examinations and exercises of

whom merit much praise. At the close of the exercises, Miss Hall in behalf of the teachers and pupils, presented Mr. Olcott with a superb silver service consisting of the usual six pieces. Mr. Olcott responded with a few feeling remarks, thanking the donors and reaffirming the report of his resignation of the principalship of the school. Mr. Olcott leaves the profession to labor in the Insurance business; may he succeed as well in insuring life, as he has in training the mind. Miss Hall was the recipient of a rosewood writing desk, and a fine edition of Shelley's poems.

A few notes relative to the lower grades we find in one report from the *Advertiser and Tribune:*

"There is another word that we desire to offer, The examinations of the primary and other subordinate departments have taken place during the week, but the nature of the instructions given in these schools, and their large number, render entirely impossible any report of them. And yet we deeply feel that these ought not to be wholly overlooked. The primary and other subordinate teachers are among the most faithful, conscientious and hard-working of their profession, and labor on from term to term almost wholly unvisited and unobserved, and receives none of those rewards of notice and merited praise that so greatly cheer and stimulute their more fortunate associates in the upper departments. And yet, right in these primary schools are laid the foundations of all future excellence and proficiency, and just in proportion as there is careful, patient, persevering and conscientious effort here, is there sure and rapid progress in years to come. The foundation must be well laid, or all the superstructure inevitably goes up more or less awry.

All this the primary teacher does. But whoever knows it or cares for it? No parent ever pays her a visit, without it may be to find fault, and the results of her labors are never made apparent to men or heralded in the newspapers. The approval of conscience and the rewards of "Him who seeth in secret," and will reward openly, are all that is left. May these silent, patient toilers have this recompense in full measure!"

The HIGH SCHOOL, under the charge of Profs. Chaney and Jones, graduated a large class of young gentlemen and ladies; the former ready to take their places in the University, and the latter in any college that opens its doors to their sex.

The examining Committee presented a lengthy report containing many interesting facts.

This school has recently purchased a superior and elegant Steinway piano with funds received at an entertainment recently given.

EXAMINATON OF TEACHES. At the annual examination of Teachers for the Detroit Public Schools recently held, fifty candidates presented themselves for examination, but only twenty passed. The per cent. for successful candidates was fixed higher than at any preceeding examination.

RESIGNATIONS AND CHANGES. At a meeting of the Board of Education, formal resignations of Messrs Byington and Olcott were presented and resolutions passed by the board, expressing their feelings and regrets, and good wishes for the future success of those who had labored so faithfully in their employ; Mr. Olcott having been there thirteen years.

Mr. and Mrs. Marcy also sent in their resignations as principal and first assistant of the Barstow Union, which vacancies were filled by the appointment of Mr. H. Z. Potter and Miss. C. Crossman. Mr. J. Hanson was appointed principal of the Houghton union. Superintendent Doty was unanimously reëlected to the office he has so well filled for the past year.

DETROIT FEMALE SEMINARY.—This popular and flourishing school has just closed a successful year. Its catalogue shows two hundred and forty two pupils enrolled. The fall term opens on September 4th, under the charge of Prof. J. M. B. Sill, principal for the year past, and an able corps of assistants.

STATE TEACHERS' INSTITUTE—FALL SERIES.—The Superintendent of Public Instruction has appointed the series of State Teachers' Institutes to be held this fall as follows: At Lansing, Aug. 27th, Lyons, Sept. 3d, Hastings, Sept. 10th, Burr Oak, Sept. 17th. Each of these will continue five days. President Gregory, of Kalamazoo College, is announced to assist at Lansing.

LANSING.—The public schools of this city closed with the usual rhetorical exercises. The fall term will commence on the first Monday in September.

Arrangements are being made by the Board of Edtcation to have public school square, the whole of block 81, graded and otherwise prepared for a splendid school building, which it is intended shall be erected upon it next season, and for which the necessary steps are already being taken, by the examination of plans and specifications of other buildings of a similar kind in this and neighboring States, and by sending persons to visit the buildings themselves.

PONTIAC.—At the school meeting held at the court house, there was a large attendance of the "solid" men of the city, and the spirit manifested by them indicate that Pontiac will soon put herself on an equality with her sister cities of the State in regard to school facilities.

FLINT.—According to notice, the voters of school district No. three held a meeting to consider the propriety of uniting their interests with district No. one. Mindful of the public weal, and unmindful of the drenching rain, we were there. Some forty or fifty leading citizens of the district were present. The solid men too, did themselves honor. Hon. A. Thayer moved the following resolution, which he advocated in a stirring speech, and which was also endorsed by Hon. A. P. Davis and Dr. Lamond very zealously, and was unanimously passed by the meeting, viz:

Resolved. That we, the tax payers and voters of school district No. 3, believeing as we do that the great interests of education, as well as the social and business interests of the city, demand an improved and more extended system of education, and believeing also that the experience of other places with no better advantages (if as good) as our own, have demonstrated the fact that the union system as a system has proved a success; we do therefore pledge our district to such system, on the basis of the entire city being included in, and governed and directed by one and the same interest.

The meeting has done good, and if the other districts will respond in a proper spirit, this movementwill be crowned with success.—*Citizen.*

PINE RUN.—The summer term of the union school closed June 29th with a pic-nic in the grove, which reflected much credit on the worthy teacher, Miss Stanton, of Oxford. There is to be a vacation of two weeks, then she continues the school.

THREE RIVERS.— The union school closed on Friday, June 29. The examinations, during the three days previous, showed thorough scholarship, and a commendable degree of progress. At the close of the rhetorical exercises, in the high school, Principal Wm. A. Simkins was made the possessor of a handsome edition of the works of W. S., "the immortal," and Miss Hoppin the preceptress, also received a substantial evidence of regard. The school is in a very prosperous condition, employs seven teachers, and is, in many of the departments, overcrowded. Mr. Simkins has resigned his place as principal, which Mr. Clark, late of Battle Creek, has taken for the coming year.

LAPEER.— The union school of this place, has just closed its last term of the year, under the very able management of Principal Jamas H. Vincent. Everything went off pleasantly, and the people are anxious that Mr. V. may be retained for another year.

ST. CLAIR.—The union school year closed on the 29th of June. The school, which has been under the charge of Albert J. Chapman, for the past year, has been in a highly prospereus and satisfactory condition, having, during its term of service, been thoroughly graded and raised to the rank of a first class union school. We are pleased to add that the Board have secured the services of Mr. C. for the ensuing year, at an advanced salary, the Board now paying him $1,000. We regret to add, that the accomplished teachers in the higher department, Miss Mary W. Leonard and Miss Fannie E. Stone, have resigned their positions, thereby closing their connection with the school.

TECUMSEH.—The year's work was closed on the 28th in the public schools. Monday, Tuesday and Wednesday, were occupied in examination of the various classes. The year has been one of unusual prosperity in all the branches of study, and in the health and moral interests of the pupils. The people of Tecumseh may congratulate themselves with the past year's labor of the present corps of teachers. The year of study was pleasantly terminated on the afternoon of the 29th, by the exercises of the graduating class. These were opened with prayer by the pastor of the Baptist church, Rev. Mr. Hill. The exercises were exceedingly interesting, All of the pupils did themselves credit, and the whole was crowned by an address to the graduating class by Principal Thomas. A new feature of the exercise was the presentation of the diplomas to the young gentlemen and ladies who had finished the course of study prescribed by the Board of Trustees. We are glad to hear that Mr. Thomas remains another year.

MARQUETTE.—The summer term of the union school closed on Friday, the 29th of June. The school has been under charge of Mr. V. B. Cochran, as principal, for a little over two years past, during which time it has been rapidly advancing in all that goes to make up a well ordered, prosperous school,

and now promises soon to take a position among the best union schools in the State.

MARSHALL.—The examinations, closing the past terms of the public schools of Marshall, show that work has been done, and that Prin. Banfield has taken a step in the right direction, and another year must place the schools of this city on a better footing than ever before. With new and more commodious buildings, a good library and apparatus, Marshall will vie with any of her neighbors.

A Young Ladies' Seminary is about to be started here, which gives everypromise of success, and which should, and doubtless will, receive every encouragement at the hands of our citizens. The building and grounds, which have recently been fitted up, having been donated by Mr. H. J. Perrin, free of charge, and Miss Bacon and sisters, of New Jersey, teachers of note and experience, have assumed the control of it. Nothing remains but good management to make it a success. It will be furnished and opened about September 1st.

BUCHANAN.—The union school has just closed its term, very much to the relief of both teachers and scholars, as the schoolroom is not a very desirable place in which to spend the hot days of July and August. The fall term will commence at the usual time under the principalship of Geo. S. Hicks, recently from the State of New York, who has already been engaged by the Board of Trustees.

HASTINGS.—The summer term of the union school has closed, and Mr. Chandler, the popular principal, under whose direction the institution has prospered without precedent, has left and accepted a situation at Grand Rapids. His successor has not yet been engaged.

MONROE.—The spring term of the Monroe union schools terminated Friday afternoon, June 29th. The anniversary exercises were of the most pleasant character. The following young ladies and gentlemen, having completed the provided course of education, received diplomas: Helen Stoddard, Carrie Garwood, Libbie Bickford, John Wright, and Henry Buck. The orations and essays of the graduating class were well written and delivered.

DOWAGIAC.—Miss Amanda C. Wall, late graduate of the Normal School, is to be first assistant in the Dowagiac union school, to fill the place of Miss M. J. Jordan, who has, for two years past, filled the place to the entire satisfaction of all interested; she goes to labor in other fields, where she may feel that she has the confidence and best wishes of her former associates and employer. Miss Addie Chandler remains in the grammar school; Miss Cleora Reed has had to resign charge of the primary, on account of ill health; Mr. Borton, of the second intermediate, and Miss Nelson, of the first intermediate, have resigned, and their places are filled by Misses C. Goucher and Frazer; Miss M. E. Whitney takes Miss Dexter's place in the second primary; Misses Smead and Hebron remain in the first primary. The new primary building is expected to be ready to use at the opening of the fall term.

Resolutions have been passed by both village and school boards, inviting the State Teachers' Association to hold their next annual meeting at this place.

HOUGHTON.—This liberal and enterprising people desire, and will have a good school. They have secured Principal Sydnam and his wife for the coming year, at a salary of $2,000.

ADRIAN.—The Central union school building was burned down August 10th, with its contents, including a valuable library. Loss, $30,000 to $40,000; no insurance. The origin of the fire is unknown, and it is supposed to be the work of an incendiary. There has been no fire in the building lately. The fire broke out at half past three o'clock, and nothing but the bare walls remain. The air was still, or the fire would have spread, as the water gave out.

YPSILANTI.—All the male teachers in the Union Seminary have resigned. Principal Eastabrook to take a similar place in Saginaw at an advanced salary. Mr. Plumb takes the department of Natural Sciences in the Jackson union school. Mr. Wm. H. Payne, resident editor of this paper, and late of Niles union school has accepted the position of principal, vice Eastabrook, with Mr. S. White and Mr. S. S. Babcock, late of Howell, as assistants.

CORUNNA.—The union school now bids fair to have a good library. The American Cyclopedia and other works of reference have been lately purchased, and next, those interested intend to procure at least 300 additional volumes.

A new school house is to be built the present season, to cost $12,000.

—Capt. Samuel Hubbard, of the Otsego *Herald*, died Saturday morning in this place at the house of Mr. McCormicks, of chronic diarrhœa contracted in the army. Mr. H. was a graduate of Kalámazoo College, and afterwards went to Otsego, where he was for some time employed as principal in the high school of that place, and there raised a company for the 19th regiment. He was a young man of fine abilities, excellent character, and esteemed by all who knew him.

—A young lady who is teaching the school in Waterford village, in Oakland County, was arraigned before Justice Curhart by Mr. Burrows the passionate father of a graceless little scamp whom the teacher had punished for grossly insulting a little girl. It is high time for teachers to protect their pupils when boys are encouraged by the countenence of their parents in committing such outrages. Hon. M. E. Crofoot, the prosecuting attorney, refused to take out a warrant. Public opinion should and will frown down such prosecutions.

—Prof. Austin George, late of the Kalamazoo union school, and subsequently of Kalamazoo College, has changed the Professor's gown for the more profitable calling of an Insurance agent. He goes to Iowa to illustrate the beauties and policies of a New York Life Company.

—Prof. H. E. Whipple was seriously injured on Saturday, July 14th. He was on his way from the Railroad depot to his appointment for the Sabbath at Prairie Centre, Illinois. The team took fright and ran away and he was thrown out, striking upon his head and shoulders, injuring his spine so that his physicians at first informed him that he could not recover.

—Principal Marshall Ewell, has resigned the charge of the Utica union school. He goes to the Law School at the University.

—Miss Ella B. Dixon, late of the normal school, has in charge a large and flourishing school at Jeddo, which she has graded during the past year and put on a good footing. Miss B. writes: "The school districts here are generally large and abundantly able to support good schools. Our school buildings are, as in all new countries, small and ill contrived, and as most of them have suffered from the combined efforts of *time and the boys*, they lack the element of beauty as much as utility. It would indeed take a superior teacher to convey through the ear a moral and mental antidote for the poison conveyed through the eye by the dirt, disorder and disgusting drawings of these buildings. The people are not as yet, awake to this; they do not as a mass, see that there is a connection between physical and moral disorders, so we continue to worship God and teach little children in places that would insult a heathen Deity. We hope for enlarged and repaired houses." Miss D. promises to tell us how to raise funds to purchase apparatus with, when we do not find our school houses furnished.

—Capt. Henry Allen, of Grand Haven, in this State is now Professor of English Literature in a Spanish College at Buenos Ayres,

—Principal Burked, has resigned his place in the school at Union City, on account of ill health.

—Selden R. King, late of Constantine, takes the place of principal Jackson in the junior department of the Ann Arbor union school.

—Phillip M. Parker, remains in charge of the Rochester union school.

—Principal C. F. R. Bellows, remains in charge of the Decatur school.

—The school house at Lonia is nearly completed. Mr, Hutchins of Janesville Wis., is to be the principal.

—Principal Wood, remains at Mt. Clemens the next year.

—Lawton needs a good union and graded school. A movement ought soon to be made.

—Miss Bushee, late of Battle Creek, has become first assistant of the high school of the East District, Jackson; and Miss Britton, of the same place, goes to Evansville, Ind., at an advanced salary.

MATTERS ABROAD.

AMERICAN.

—The Chicago Board of Education, with only one dissenting vote, voted the following liberal salaries:

Principal of the High School	$2,400
Principal of the Normal Department	2,200
Principal of the Model School	1,000
Male Teachers in the High School	2 000
Female Teachers in the High School	1,000

The salaries of the male principal of the district schools, except South Chicago and Bridgport schools:

For the first year	$1,800
For the second year	1,900
For Principal South Chicago School	1,600
For Principal Bridgport School	1,600
Por Principal Holstein School	1.000
Salary of the Music Teacher	2,000
Salary of the Assistant Music Teacher	1,000

The salaries of the assistant teachers in the grammar aud primary departments:

For the first 14 weeks at the rate of	$450 per annum.
For the first year thereafter	550 per annum.
For the second year thereafter	650 per annum.
For the third year thereafter	700 per annum.
Each head assistant at the rate of	$1,000 per annum.

May not others do well to imitate this example?

—President Johnson has been made an LL.D., by the University of North Carolina.

—Prof. William Baer, a distinguished American Chemist, died at Frederick, Md., on June 7th, aged 79 years. In the department of agricultural chemistry he was without an equal in this country.

—Augustus Taft, a lad of thirteen years, son of Dr. Taft. of Hartford, claims to have seen the new star in the *Corona Borealis* constellation two days before it was discovered by Professor Gould, of the Camgridge Observatory.

—Columbian College, Washington, has conferred the honorary degree of LL. D. upon George Peabody.

—Rev. R. L. Stanton, D. D., has been elected President of Miami University, O.

—Rev. Alexander Clark, A. M., pastor of Union Chapel, Cincinnati, and editor of the *School Visitor*, declines the invitation to a professorship in Adrian College, preferring to remain in his present position in Cincinnati.

—The school houses in Spingfield, Mass., are to have iron fences around them, costing $8,500.

—The Indiana State University has conferred the degree of D.D., upon Rev. David Trumbull, of Valparaiso, Chilli, a decendant of Jonathan Trumbull, and cousin of Senator Trumbull.

—Rev. A. P. Peabody, D. D., Professor at Harvard College. has sailed for Europe to attend the meeting of archæologists at Antwerp, and to make the tour of the continent. He will also visit the Holy Land, intending to be absent about eight months.

—A Department of Natural History has been established at Dartmouth College, under the charge of Prof. Fairbanks. Prof. Aiken is to resign the Latin Professorship at the close of the present year.

—At the commencement of Hamilton College, N. Y., on July 10th, the degree of LL. D. was conferred upon Hon. John D. Caton, of Ottawa, Ill.

—The Boston *Commercial* announces that George Peabody intends to bestow $50,000 each upon Harvard, Amherst and William's Colleges, and the sum of $1,000,000 upon Boston for homes for the poor.

—Prof. S. G. Brown, of Dartmouth College, has become President of the Vermont University.

—The newly inaugurated Wisconsin State University has an estimated endowment of $700,000 in cash and agricultural lands.

—Charles E. Lex, has been re-elected President of Girard College Philadelphia.

—At the last commencement of Williams College, the degree of LL. D. was conferred upon Senator Howard, of this State. The Boston *Advertiser*, in its report of the proceedings, says one of the best addresses was that delivered by Hamilton Howard, a son of the Senator, on "Individuality."

—At the commencement of Bowdoin College several honorary degrees were conferred. Rev. Dr. Wood has resigned the Presidency of the College, which has been accepted, and it is unerstood that Rev. Dr. Harris, of Bangor, Me., will be chosen his successor.

—Mr. George W. Bungay, has become the conductor of the *Herald of Health*.

—Mr. J. L. Pickard, has declined the Presidency of the Wisconsin State University, and the Chicago Board of Education have raised his salary as Superintendent of Public Schools to $3,500.

—Prof. J. H. Fairchild, has been just elected President of Oberlin College, to fill the vacancy occasioned by the resignation last year of President Charles G. Finney. Prof. John M. Ellis, late professor of Greek, will hereafter fill the chair of Metaphysics and Rhetoric. Prof. Charles H. Penfield is transferred to the Professorship of Greek, and Prof. Judson Smith fills the chair of Latin. Gen. G. W. Shurtleff is Associate Professor of Latin and Greek.

—Rev. E. M. Van Deusen, D. D., has been elected President of Trinity College, Hartford.

—Mr. Peabody is to begin next spring the erection of a fine building for Yale College, to be used for a geological cabinet, with ample accommodations for a chemical laboratory and a philosophical lecture room.

—Richard H. Dana, Jr., Esq., has been chosen the successor to Hon. Edward Everett, to lecture upon the Law of Nations in the Cambridge Law School.

—At the recent commencement of Columbia College, N. Y., the degree of Doctor of Divinity was conferred upon the Rev. Wm. Armitage, Rector of St. John's Church, Detroit.

—The University of Virginia recently conferred the degree of LL. D., upon President Henry Coppee, of Lehigh University.

—Gov. Curtin, of Pennsylvania, has appointed Samuel P. Bates, LL. D., to the position of State Historian,

—Rev. R. M. Hatfield, of Chicago, has received the degree of D. D. from Asbury University, of Indiana.

—Mr. A. R. Street, the founder of the Yale School of Fine Arts, and endower of the Yale College professorship of moderen languages, which bears his name, died in New Haven, Conn., on the 12th inst., aged 74. A sister married Gov. Hoppin, of Rhode Island, and one of his daugters is the widow of the late Admiral Foote.

FOREIGN.

The death was announced in London, June 28th, of George Lillie Craik, LL. D., the distinguished Professor of History and English Literature in Queen's College, Belfast. He was born in Fife in 1799, and was the son of a schoolmaster. He was favorably known by the "Pursuit of Knowledge under Difficulties," written for the Library of Entertaining Knowledge; then followed the "Pictorial History of England," "Sketches of Literature and Learning in England, from the Norman Conquest to the Accession of Elizabeth," "History of British Commerce," "Spenser and his Poetry," "Outlines of the History of the English Language," "The English of Shakespere," and "The Romance of the Peerage."

—Mr. Froude, the historian, is named as Goldwin Smith's successor as Professor of Modern History at Oxford, and Mr. Ruskin for Matthew Arnold's chair of poetry.

—Winter Jones has succeeded Mr. Panizzi as principal Librarian of the British Museum.

—The wife of Mr. Thomas Carlyle, the eminent author, died on the 24th ult. under very peculiar circumstances. She was taking her usual drive in Hyde Park, when her little favorite dog, which was running beside the brougham, was run over by a carriage. She was greatly alarmed, though the dog was not seriously hurt. She lifted the dog into the carriage and the man drove on. Not receiving any call or direction from his mistress, as usual, he stopped the carriage and discovered her, as he thought, in a fit, or ill, and drove to St. George's Hospital. When there, it was discovered that she must have been dead some time. Mrs. Carlyle's health had been for several months feeble, but not in a state to excite anxiety or alarm. Mr. Carlyle was still in Scotland. Mrs. Carlyle was the daughter of Dr. Welch, of Haddington, and a lineal desendant of John Knox.

—One of the best Hebrew scholars of Europe, Dr. Hupfeld, died at Halle, Germany, on April 24th. He was born at Marburg, in 1796, and early devoted himself to the study of philosophy and theology. In 1819 he became professor in the Gymnasium at Hanau. Having resigned this office in consequence of ill health, he went to Halle and became a pupil of Gesenius.

After a professorate at Marburg, on the death of Gesenius he was chosen his successor. He was the author of a Hebrew grammar, a work on the authorship of Genesis, and a commentary on the Psalms, besides minor works on topics relating to the Oriental languages and to Bibical criticism.

—The Canadian Parliments are considering an important change in their Public School system. The bill under discussion provides for two Superintendents, one Protastent and one Roman Catholic; and the Board of Education is to be divided between the two churches in ratio to the population of each.

CONCERNING BOOKS AND PERIODICALS.

"OUR Young Folks" for August is a perfect gem for the little readers, just the thing for the warm days of vacation. We commend all its choice articles, and especially *Flower Fairies, Midsummer Dream, How Johnny bought a sewing machine*, &c. The publishers promise some fine full page illustrations for the remaining numbers, and colored illustratioons will appear in the November and December numbers.

Atlantic Monthly has its usual finely written, and highly entertaining articles which render it invaluable to students, and lovers of choice reading.

Euery Saturday, found on every public thoroughfare, is attractive as ever. Would that it might supplant the worthless trash frequently found in such places.

Adams, Blackmer and Lyon, of Chicago, are about to publish President Gregory's Charts of History.

The *Red Bird*, the third of the Quarterly series of *Our Song Birds*, published by Root & Cady, has just made its appearance. The little children are eager for it.

Adams, Blackmer & Lyon contemplate publishing a National Educational Monthly.

A. S. Barnes & Co., of N. Y. publish an Educational Bulletin.

THE TEACHERS' ENCYCLOPEDIA.—Teachers, as a class, cannot provide themselves with encyclopedias, or such other books of reference as would aid them in their labors, but in the latest edition of Webster's magnificent Quarto Dictionary they have a worthy substitute. Whenever I meet teachers in their associations or institutes, or in private, I earnestly present to them the great advantage they would derive from having this work near them. It will tend to make them accurate, while the definitions and illustrations will suggest many new ideas for elaboration among the pupils.—*W. R. White, State Superintendent of Free Schools for West Virginia.*

Wheeling March, 21, 1866.

BREVITIES.

WHEN General Jackson was once addressing a Western audience, one of the crowd called upon him to "tip" them a little Latin. He broke forth: "*Ne plus ultra, multum in parvo, sine qua non, ultima thule!*" All this we can apply to the new edition of Webster's dictionary. We honestly believe that "Webster's Royal Unabridged" stands at the head of all the dictionaries of the English language. The typography and binding fully correspond to the excellence of the work.—*Honolulu Friend.*

— A Frenchman who has been investigating the rate of growth in plants by day and night, considers that the greatest increase in length takes place at night. His measurements have been made on the vine, the gladiolus, the strawberry, the hop and other plants.

— An Italian inventor, named Casolari, has recently produced a mechanical press, by which, it is said, a speech may be printed while it is being delivered, and be already for publication at the time the speaker leaves the platform.

— Messrs. Can't, Won't & Co., though accomplished swindlers, are an extremely popular firm, and are doing a large business, among children and youth, in the city and country.

— The longest word in Elliott's Indian Bible is in Mark i: 10, and is "Wutteppeasittukqussunnooowohtunkquah," which signifies "kneeling down to him."

— Voltaire says: "A physician is an unfortunate gentleman, who is every day called upon to perform a miracle—to reconcile health with intemperance."

— Satan is said to delight in roasts and fries, but once he tried *boils*, and didn't make much out of Job.

— The man who does not care is the man who will, somewhere, be made to care.

— Do as you would be done by, if you wish to be done by as you would.

— It is not the size of a market basket, but that which is in it, that gives it value.

— A silver chain around a dog's neck will not prevent his barking or biting.

— Be careful that, in helping others, you do not unfit them to help themselves.

THE

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WHAT IS A PUBLIC SCHOOL SYSTEM?

SCHOOLS FOR THE LEADERS.

AS the second logically necessary branch in a public school system has been mentioned in our Article I., (March) a course or aseries of schools in which every public leader can find that quantity and that quality of knowledge which fits him to become a successful leader of the mass of the people, according to the requirements of the operative culture of his time.

By this seemingly anti-republican term, "leader," we understand all those who make it their vocation in life to promote the interest of society, either in general, or in particular. All these can be divided into two classes, namely:

a. Such as make it their exclusive vocation in life to promote science and art: *i. e.*, the scholars and artists.

b. Such as have chosen as their position in life the elevation of the mass of the people by promoting its moral, intellectual, legal, or physical welfare; or, in other words, such as devote themselves to any branch of the public service: *i. e.*, the public officers. Both classes of men are educators of the people. The former indirectly, by elevating the culture of their time by promoting science and art. The latter directly, by watching over the material and spiritual interests of the people, and by helping them to a rational understanding of the operative culture of the time, being as far as necessary for them. Both classes of leaders must necessarily stand above the mass of the people. For the one, who intends to elevate others, must himself occupy a higher stand-point. It needs hardly be mentioned that the word "above," should not be taken in the aristocratic sense. For that reason, the citizen school cannot be adequate for the

education of the leader. An appendage to it will not suffice, as the elements of this education must be acquired much earlier. It has, however, been mentioned before, that the leader also has to receive his general elementary education in the citizen school. This is necessary, for two reasons. In the first place, the foundation of the education of *all* citizens should be the same; and, in the second place, the future leader is thus made conscious of the fact that the foundation of his afterwards more elevated position lies, after all, in the mass of the people.

Taking it now for granted, that only such pupils of the citizen school are selected to become the future leaders, as have given clear evidence of a superior intellect, no matter whether their parents are rich or poor; and, furthermore supposed, that such pupils have received a general elementary education for three years, such as the citizen school will furnish, the questions arise: Are both classes of leaders to be prepared for their future labors in *the same* series of schools, or *not?*—and—What branches of learning should enter into the general plan of instruction of those schools? Or, in other words, What branches of knowledge form a specific difference between the popular and scientific education?

Our answer to the first question is: As long as both classes of leaders are simply preparing for their future vocation, they ought to receive, no doubt, the same instruction. Not only because the specific choice of vocation is, in most cases, made at a later period in life, but principally because the education of both classes rests upon a common basis. This common basis is the study of general history, on a far more comprehensive plan than the common school treats it. History, then, forms the great difference between the popular education and that of the leader. That is, the leader of the people cannot be satisfied to know simply the quantity and quality of the operative culture of his time. It is absolutely necessary for him to understand how the present is the logical result of the past. He must go back, into times gone by, and learn, from a philosophic view of them, what is best for the present, either negatively or positively. Should not the Roman republic, for instance, be an instructive antitype for the modern republican statesman? Is not the study of antiquity a great auxiliary (either in confirming problematical statements, or in proving their invalidity,) towards purifying the culture of our time? Hence, only by a thorough knowledge of the past, the leader becomes capable of himself progressing consciously in the present, to understand it more profoundly, and to be a conscious co-laborer and partaker in the advancement of the culture of his time.

But, in order not to be a perfect stranger to the most civilized nations of ancient times, but to be a citizen of them, the knowledge of those languages in which those nations have laid down the results of their civilization, becomes necessary. A mere translation of those works will not do. Not only because every translation is but an imperfect substitute for the original, but mainly because the language itself is an evidence and product of the operative culture of its time. The most civilized nations of ancient times are justly considered to be the Greeks and the Romans

Thus, in the general plan of instruction of those preparatory institutions for the future leaders, there must be taken up, besides the branches of the common school: 1. History: 2. Latin; 3. Greek; and, as in ancient times, the ideal sciences have been more cultivated than the real or applied sciences; 4. Mathematics; and, 5. Philosophy. As it really takes a great deal of time, and as a certain maturity of the mind is necessary, in order to be philosophically familiar with the history, language, and mode of thinking of those ancient nations, nine years—namely, from nine to eighteen—are generally considered necessary for the acquirement of those branches. These schools are called classical schools, and form, as will be seen, the bridge (middle,) from the common school education (beginning,) to the university (end). Until entrance into the university, both kinds of leaders may tread the same path. But in the latter, each one enters upon that way which leads directly to perfect preparation for his future sphere of activity. The one chooses a certain branch of science or art, to which all his time and strength are devoted. Natural inclination or peculiar talents will decide for the one or the other branch. The other seeks to perfect himself for a certain branch in the public service. The one is the servant of science, the other of the public. For both, the university, if it is what it ought to be, offers a living encyclopædia of all sciences, sufficient means and opportunities to reach the aim of their education.

The schools for the leaders thus far described, are called classical, or academic schools, and a man who successfully attends them, is said to possess a classical or academic education. Honesty and truth, however, must compel every candid mind to admit that the operative culture upon which they are based, is of a very ancient date. This fact, by itself, would not prove anything against these schools, were it not that modern times have created sciences which, if properly imparted, might take the place of these classical studies, and truly with more benefit to mankind. We mean modern languages and natural sciences. These sciences are the result of the operative culture of our

own time. Antiquity knew comparatively very little of them Railroads, steamships, telegraph, gaslight, lucifer matches, photography, artificial heating, an unaccountable number of machines, etc., are the results of modern science. Who will advocate a system, according to which our young men have to spend from five to nine years in the exclusive study of Latin and Greek, until those results of modern sciences become entirely "Greek" to them? But, it is urged that the study of Latin and Greek is the best mental discipline, the surest means of attaining a concise, refined, logical, expression of thought. Such an assertion is, if we are allowed to call the child by its proper name, simply ridiculous, and betrays an entire ignorance as to the true method of teaching modern languages and the natural sciences. The whole and sole reason why Latin and Greek should be taught, we have stated above, and we can see no other. But as long as it is proverbial in Europe, to speak of the American ambassadors in such terms as these: "There goes the American ambassador and his shadow;" or, "I entertained myself, this evening, with the American gentleman, by means of his shadow;" meaning, by the word shadow, the unavoidable interpreter; and, as long as in all those mercantile houses where foreign correspondence is needed, no native clerk for that purpose can be found; and, as long as it is a fact that, in classic Rome, the works of Schiller, Goethe, and Shakespeare, are read, in place of the Greek and Roman classics, we say it is high time that we teach our boys and girls the German and French languages, in preference to Latin and Greek—simply because a living man is better than a dead one. It seems to us that the people feel the necessity of studying natural sciences and modern languages more than their leaders. Wherever these truly useful branches are taught as the should be, there is a marked eagerness to pursue them. Hence, besides this old classic branch, if it shall live at all, there is another one imperatively demanded: namely, the modern scientific, which is indeed, a natural outgrowth of the operative culture of our time, upon which, as we have said in the beginning, every school system must rest. It is, however, a hopeful sign, that a reform in this respect will take place. Boston, the most literary city in the United States, has already taken the lead, and erected a splendid building for technological studies. About this modern scientific branch of the public school system, we will speak in our next. In conclusion, may we be permitted to call the attention of readers of THE MICHIGAN TEACHER to an Address of Dr. Bigelow, and to another by Prof. Atkinson, both of which have a bearing upon this subject.

MAP DRAWING.

WHEN the Pestalozzian reform called attention to the importance of making all early teaching objective and the child's formal and material culture an outgrowth of his free self-activity, among the greatest of the benefits thus arising was the revolution effected in teaching geography. To commence instruction with the child's home, to make the knowledge acquired a result of direct observation, and above all to insist on the graphic reproduction of this knowledge by Map-Drawing, were among the most important features of the reform. The value of Map-Drawing as an aid in teaching geography had indeed been recognized before the time of Pestalozzi, but to him is owing the full perception of its true importance. Unfortunately, however, some of Pestalozzi's followers transferred Map-Drawing, from its true position, as the servant, to that of the master, the all in all of geographical instruction. The usual reaction followed, and this valuable aid was condemned and neglected because of the over-zealousness of its advocates. A similar state of things has arisen among ourselves during the recent Pestalozzian revival; and that, too, brought about by men who are not even by the most liberal interpretation of the word, Pestalozzians. Indeed, so great has the furore been for this exercise of late, that pupils are in danger of acquiring such a thorough proficiency in *Map-Drawing* as to leave them almost wholly ignorant of *Geography*. The present writer would not be understood as here condemning a free and liberal use of Map-Drawing. On the contrary, it is too little employed, too much restricted to the delineation of a few geographical features, and not running parallel, as it should, to the whole course of instruction. The difficulty of using it is much overrated, a circumstance which has led to the devising of various systems to obviate these supposed difficulties. But such systems uniformly consume an amount of time far in excess of what Map-Drawing should occupy, and, moreover, are more troublesome to learn than the exercise itself.

There is much ambiguity couched in the current phrase, "Teaching Geography by Map-Drawing." If, by this, it is meant that the teacher should constantly accompany his instruction by drawing the country studied before his pupils, all who have had experience in the matter will affirm the value of such a course. But, if the intention is that geographical ideas can be conveyed, in the first instance by mapping on the part of the pupil, it is a fallacy. Whether in drawing maps or aught else, experience teaches that a pupil can intelligently delineate

that only of which he has a clear concept, applying the means of which he is master to the production of a given result. *Never* can the graphic representation of a concept precede its formation—geographical forms cannot be drawn unless they are known. The various lines of a map have a meaning only when duly interpreted. The sign, and the thing signified, must be intimately associated in the mind; but surely, a concept of the thing must be formed, and a relation established between it and its sign, before this sign can be interpreted. A pupil's map of a country is simply a review, valuable as an evidence that he has clear and vivid concepts of it, and, like every review, serving to confirm those concepts. But a pupil can never originate a knowledge of geographical relations by drawing, in the words of Von Sydow: "He must so work that each stroke drawn is a pictured thought, and the picture itself which he projects a result of his own intuition." Says Theodore Von Liechtenstern, a celebrated teacher of geography in the Berlin Cadet-School: "Map-drawing has worth only in so far as the physical relations of a country are delineated in the most time-sparing manner possible, and in their most general features according to the written or oral data of the teacher. It will tend most to geographical culture, if the pupil, *after memorizing and reciting the matter*, projects, in rapid outlines, the country under consideration, or, in the presence of the teacher, as a recapitulation, sketches it with chalk on the board."

It must be borne in mind, that ability to draw a map is not the aim of this exercise. Many seem to forget this, and teach geography solely that maps may be drawn. In this, a certain mechanical facility is obtained, but the knowledge of geography acquired is of the most meagre description. It is well remarked by Dr. Abbenrode, that "Map-Drawing, a valuable aid to geographical instruction, is not that instruction itself."

The principles which should underlie Map-Drawing may be stated as follows:

1. It must provide for the representation of every order of geographical facts.

2. It must be a result and sign of the possession of accurate concepts of the thing drawn. The pupil must draw a coast or river in a specific direction, not because so directed by an arbitrary rule, but because he knows it has that direction.

3. The data from which the pupil works; all his aids must arise from the nature of the subject itself—must be purely *geographical.*

4. The demand upon the memory must not be excessive, nor should time be wasted in fixing data which have value, not in themselves, but solely in relation to the special process employed.

5. The method must be one which the pupil's regular study of geography will tend constantly to review and fix.

The methods hitherto used may be arranged in three classes. First, we have the copying method. The pupil makes a copy directly from the map in his atlas, frequently, but not necessarily with the aid of a "mapping card." If not done under the teacher's eye, the aid of a friendly window will be invoked, and it is at best a purely mechanical process. This is sometimes modified by the use of an enlarged or diminished scale; hence preventing tracing. Of course, in the adaptation of outlines, &c., to the changed scale closer observation is compelled, and some ideas of form, distance, and relative proportion must be gained. The work, however, is still performed with the original at hand, and is but a slight advance on direct copying.

The second method is that of Geometrical construction. In this a geometrical figure is used as an aid in drawing the map. There are three varieties of this method. In one, the lines of latitude and longitude are made the basis, and the main directions of the coast, direction of rivers, &c., first given in the straight lines, and the details gradually filled in afterward. To this class belong, among others, the systems of Agren and Löhse. A second plan employs whatever geometrical form best corresponds to the contour of the country. The most noteworthy among these is that of Canotein, which was an attempt to carry out Carl Ritter's views concerning the employment of number and form to express geographical relations. The determining points in his figures are fixed by longitude and latitude; the figures themselves express geographical facts and are exceedingly simple in construction. They are based, too, upon a philosophical division of the earth into physical wholes, and actual experiment has shown the present writer that this is by far the most practicable and simple of tho constructive systems. The plans of Profs. Cartee and Warren, although much inferior, may be considered as belonging to this class. The third class uses one figure for all maps; and, as the geographical relations of no two countries are the same, this method is in the first degree, arbitrary and unphilosophical. As a type of this method may be taken, the system of Dr. F. Kapp, who employs a square divided into smaller squares and connects those parts of the figure touched by the characteristic contour lines of a country by straight lines, somewhat in the manner of Löhse and Agreu, mentioned above. Prof. Ripley's plan of a circle and inscribed squares, also belongs to this

class. It is claimed by Dr. Kapp that this plan possesses superior simplicity, because one figure is applied to all maps; but he seems to forget that the points of contact will be different for each country, and since the position of these points in the figure is purely accidental, it is evident that this, with the others of its class, belongs to the lowest order of mnemotecnic expedients. The association between the map and the figure is so purely arbitrary, that a very slight interval of time suffices for its entire lapse from the memory, a fact testified to by personal experience and observation, and confirmed by that of practical teachers who have made a trial of this class of systems. Dr. Kapp's plan has an advantage over some others, in the fact that since the subdivisions of his figure have the same form as the figure itself, it is easy to draw an enlarged map of any particular portion by simply increasing the size of that part of the figure within which it is contained. It is also only justice to to say, that provision is made for the pupil's final independence of the figure by a gradual erasure of the minor subdivisions.

Viewed as a whole, the method of geometrical construction fails to accord with the principles stated above. It fails to provide for the delineation of all geographical facts, because so much time is spent in learning to construct the figure, in fixing its points of contact with the coast line, and the repeated reviews that are necessary to retain these in the mind, that but little time is left for anything else. In addition to this, if it were attempted to depict the relief, the hydrography, &c., on this basis, the number of points to be remembered would exceed the capacity of any existing memory. Again, if a pupil draws a map correctly with a figure, he may or may not have any correct concept of the country. Uusually, he merely knows where certain parts of his map are in his figure. Thus, it is said, in one of these manuals, "Beginning at point 8, draw with a pencil coast lines on each side of the arc of a circle, converging irregularly and meeting half-way between points 7 and 8. Describe this bay, giving its comparative length and breadth and general direction." Again, it is asked, "How do you know the southern end of Lake Michigan is correctly drawn?" *Because it just touches the circumference near point 6, and also touches radius 6.* More than this, the work is not merely mechanical, unintelligent, but actually induces false ideas. The lines of latitude and longitude are not present in the majority of these plans; indeed their presence would make the figure superfluous. But accurate knowledge of location can be acquired only by a careful use of these lines. Hence it happens that pupils, who have practiced Map-Drawing on this plan, acquire almost ineradicable misconceptions on this point.

Thus, in the northern hemisphere, their N. E. is really E., their E. is S. E., and their S. or N. may be S. W., S. E., N. E. or N. W. It is further, quite evident that the data upon which the pupil works are non-geographical, and, as noted above, that the demand upon the memory is excessive. Moreover, since it is utterly impossible that the lines of the figure should touch important and characteristic capes, rivers, &c., in every case, it happens that the pupil learns many things simply on account of their relation to the figure. That the regular course of geographical study will have no tendency to review and fix the knowledge acquired, by this method, is plain. It is not denied that accurate maps can be produced; but the *reproduction* of knowledge acquired, not the making of maps, is the true aim of the exercise. But, were accurate maps the object, a much shorter way might be devised, in which the accuracy of the map would not depend, as it does in this case, upon the accuracy of the figure. All these objections apply most forcibly to such systems as Dr. Kapp's, and least so to that of Canstein; indeed, it would not be diffieult to make a modification of this, nearly free from defect.

The third method of Map-Drawing is the geographical. It consists in the employment of parallels and meridians, or else of measurements. The writer of this has used the former during the past year and a half, employing Mercator's projection (that upon which the maps in Warren's, Fitch's, and other physical geographies are drawn,) with gratifying success. In the measurement method a given meridian is taken as a starting point, and the distances of a few points, first south on this meridian, and then E. or W. of it, as the case may be, are established. A method similar to this has been for some time in use in Chicago, and my own experience with it has been very favorable. But space compels me to defer further detail to some future time.

J. G.

PROFESSIONAL PRIDE.

IN Scotland, the cradle of free schools, it was formerly a custom to employ no one as a teacher who was unable to interest his scholars. This was the first test applied to every candidate for a situation. If he failed in this, his services were not thought desirable. Whether it would be expedient to apply this test in all cases or not, may be a question. Nothing, however, is more certain, than that it insures earnest, faithful, zealous teachers; and as a matter of speculation, it

would be interesting to know what proportion of our American teachers would be found worthy, if this were included among the requisite qualifications

Our free-school system is in many respects the most admirable in the world. But a most serious drawback on its efficiency and success is the lack, among the mass of instructors, of a wholesome professional pride, of a fervent devotion to the work in which they are engaged. Ordinarily they are not wanting in mere text-book knowledge. Failures in teaching from this cause are now comparatively rare, and it is a matter of congratulation that, in the past few years, there has been so great an improvement in this respect; but in no other country where education is a subject of general concern, and in no other profession, is there such an entire absence of a wholesome *esprit de corps*, of a generous spirit of emulation, of that active zeal, that ardent enthusiasm, which commonly animates those whose energies are devoted to the same pursuit in life.

It is a common thing to hear teachers express themselves in the most disparaging terms respecting their vocation. The assertions that it tends to dwarf the mind, that it is poorly paid, that it lacks permanency, that it will do very well as a stepping-stone to something higher, &c, are trite to the last degree. Now we most earnestly protest against all such notions. They are ill-founded in fact, and most pernicious in tendency. They are but the echo of opinions prevalent in a less enlightened age, and are now utterly unworthy of every intelligent person. The intelligent, efficient teacher of to-day, differs as much from the character portrayed in Goldsmith and Walter Scott, as the respectable modern author differs from the obscure Grub-Street hack. The sorry figure which the "Schoolmaster" makes in the literature of those times, his pedantry, his dogmatic mannerism, his threadbare costume, marks a state of society which has forever passed away, as distinctly as the Ichthyosaurus marks a past Geological age.

Every one who follows teaching, should feel that he is engaged in a work of the very highest importance. Instead of regarding it as a matter of secondary consequence, a petty employment to be resorted to only us an expedient for want of something better, a disagreeable drudgery, to claim the smallest possible share of attention compatible with a due regard for public opinion, and to be laid aside and abandoned forever at the earliest possible moment, it should rather be looked upon as an avenue leading to the field of action, as broad, as useful, as attractive, as honorable as any that ever opened to the energies of the human mind. Those who anciently aspired to an Olive wreath in the Olympian games, esteemed it a cause of just pride to be

enrolled with that number whose privilege it was to contend for so honorable a prize. In like manner, the teacher, who has in prospect a far richer reward, should hold his office in that high appreciation which a true estimate of its importance inspires.

It is characteristic of the French people to magnify their calling, no matter how mean and servile it may be. What it lacks in intrinsic dignity, they make up in pretentious titles; and however humble, they always hold it in great consideration. Thus, their petty reading-room is a *salon literaire;* the barber's apprentice, who shaves for three sous, is described by the title of *artiste;* and the threadbare scribbler, who lives in an attic and gains a mere subsistence by writing for the newspapers, or composing verses that he afterwardt sells in the streets, styles himself *un homme de lettres.* We at once detect in this trait the overweening vanity for which the French are so notorious. But underlying this self-importance, there lurks a wholesome philosophy which it would be well to heed. It bespeaks an innate self-respect, which, though it sometimes amounts to conceit, is still commendable. A spirit which seeks to dignify what is humble, to ennoble what is useful, adorn what is unattractive; whose practical working tends to array the humble lot of humble, honest toil in a more acceptable garb, and to exalt every department of industry, every vocation of life, is worthy of all praise. It would seem that a just conception, on the part of the teacher, of the great work which it is his mission to perform, should prevent him from erring in the opposite extreme.

It is now no longer a question whether teaching is one of the learned professions. The rank which it occupies in this particular, has ceased to be ambiguous. By common consent in this country, it is recognized as a pursuit in which honorable distinction is to be aspired to, as much as Divinity, Medicine or Law. In Europe, the same opinions are beginning to prevail. The intelligent are everywhere awaking to the mportance of popular education. The pressing need of more active, experienced educators is universally felt; and in no particular is the progress of modern reform and liberal opinions more marked, than in the growing importance and dignity of the Pedagogue's profession. The following extract from a masterly article on the subject of education in a recent number of the *Revue des deux Mondes*, is evidence of the increasing interest that is everywhere felt on this subject:

"There exists at present, both in Europe and the entire world, a greater interest in popular education, than was ever the case before. In France, the Minister of Instruction has recently, with great earnestness, advocated the necessity of radical reforms. The corresponding officer in Italy has been equally bold. England, dissatisfied with

the system hitherto prevailing, is earnestly inquiring after a better one. Portugal is trying a new system, based on modern ideas. Russia, in the midst of political troubles, has time to consider the subject, and is meditating important improvements. In Holland and Belgium the problem has been the war cry of political parties, and is ever before the public. Finally, in Australia and Canada, in Chili and Brazil, in Latin as well as in Anglo Saxon nations, the good work is beginning to move. Everywhere we find an effort to enlighten the people, to found schools, to elevate the teacher, and a readiness to incur any expense."

Such is the state of public sentiment abroad. In this country, the rapid strides which have been made within the last thirty years, and the proud pre-eminence we now occupy, are subjects of just pride to every American citizen. The active zeal displayed throughout the land in the erection of elegant and costly public school buildings, the publication of educational periodicals, the establishment of Normal Schools, and the liberal compensation of teachers, plainly indicate the bent of the popular mind, and proclaim emphatically the dignity and importance of the Teacher's profession. And the great want of the present time is a larger number of earnest, devoted, professional instructors; not fossils, who are incrusted with old prejudices respecting the narrow scope of the profession, its "dwarfing tendencies," and its questionable rank in the social scale; but live, active men, who are awake to the progress of events, the demands and necessities of the times, and who recognize the profession adorned by such names as Barnard, Bache and Mann, as worthy of the best energies of their lives, and as affording ample scope for acquiring a noble and enduring fame.

J. L. T.

ROCKLAND, Mich., April 27th, 1866.

CORRESPONDENCE.

MR. EDITOR: It may not be uninteresting to the readers of the TEACHER to learn something of the condition of the schools in the Upper Peninsula. For a long time I have felt desirous of visiting the schools in this part of the State, but have been unable to do so until now.

From the reports which were sent to the Department of Public Instruction from Lake Superior, I was convinced that there was a good degree of interest felt by the people there in the schools, but was not

prepared to find this interest so general. I supposed that mining was the absorbing business of this entire region. At Marquette I expected to find that iron was not only the chief article of export, but that it constituted the chief topic of conversation; and, as Pittsburgh is black with the smoke of its many furnaces, so I thought Marquette must be red with its iron oxide. But I found it a bustling, active town, like all others where much business is done. Yet, just aside the railways down which the iron is brought, you would never dream you were in a mining town.

It is true they have iron here, and a mountain of it, only it is not here, but, like all *sickly places*, "fourteen miles away," but coming as fast as locomotives and cars can bring it. This is by no means an iron town. They do not build iron houses, or sleep on iron beds. They do not think iron thoughts entirely, nor utter all their words with iron tongues. Nowhere in the State have I found more interest manifested in the public schools than at Marquette.

They have been successful in securing the services of excellent teachers, who have by faithful and continued effort brought the schools to that degree of perfection which makes them compare favorably with other schools, of like grade, in other parts of the State. They complain of lack of room here, as in other places. They have just completed a new edifice, which will afford temporary relief. This is a fine building, located near the center of the town, and will accommodate a large number of pupils. The present school-house is a brick structure, two stories in height, beautifully located in the highest part of the town, overlooking the bay, with an open view of both bay and lake.

It was a warm day when I visited the school—they do have some warm days even in this cool region—but the breeze from the lake was so cool and refreshing that those in the house never dreamed of the "world's hot breath" just beyond the influence of these cool lake breezes. I was told that it was never sufficiently warm to be at all uncomfortable, for, as it grew warm upon the land, these breezes sprung up, making an atmosphere really *delicious;* that is just the word, for it was as grateful to the *taste* as the choicest nectar.

I thought of the thousands of school-houses, thrust into some little nook, or by-place, where the fresh breezes seldom or never reached them. This place, however, is not entirely free from evils, for I imagine there are winter blasts at times which are quite too fresh.

Being longer on the lake than I anticipated, and my time limited, I was unable to visit the schools at the several mines. These were

highly spoken of. I regretted that I could not visit every school as I passed along; but to do this, I should have been compelled to lengthen a stay of a few weeks into as many months.

At Houghton I found a school which would be a credit to any place. Mr. Sidnam, the principal, was formerly a teacher in Lansing. The discipline of his school was admirable. The course of instruction was vigorous and thorough, and every thing about the management of the school reminded one of the best classes of schools, wherever found, either east or west. I wish our teachers could have the privilege of frequently visiting such schools; it would be of immense value to them.

A new school edifice has just been erected at Houghton, built of stone, taken from the ground, or rock I might better say, on which it stands. The cost of the structure will not fall short of $30,000. The true principle of ventilation has been adopted; ventilating from the bottom of the room, instead of the top, thus removing the cold and impure air, instead of the warm and pure I cannot stop here to discuss this subject of ventilation, but hope to do so at some length in another place.

The building can safely be written down as first-class. I wish that many towns in Michigan would do themselves the honor that this far-off place has done, in giving this expression of their interest in public schools.

Of the schools at Hancock, just across Portage Lake, I can say but little. They are in striking contrast to the one over which Mr. Sidnam presides. They must, and will be improved. So good a pattern, and so near at hand, will very soon effect a change. The schools at the several mines further north have been more recently established much less progress has been made in them. At Ontonagon I learned there were good schools, but I was unable to visit them. Of the schools between Houghton and Ontonagon, the one at Eagle river was said to be the best. At a new mine, in what was formerly called Clifton township, I found them erecting a new school house and went to it. The carpenters were busy at work, hammering and sawing, but the people were in too much haste for school to wait for the completion of the house, and already there were gathered a hundred or more bright-eyed girls and boys, as busily studying, amid that noise and confusion, and as much in their work, as I ever saw a like class anywhere.

I was greatly delighted with my visit among the schools of Lake Superior. If they continue to improve as they have done, it will not be long before they rank with the very best in our State.

H.

Resident Editor's Department.

EDITORIAL ITEMS.

STATE ASSOCIATION.

THE next annual meeting of the Michigan State Teachers' Association will be held at Kalamazoo on Wednesday, Thursday and Friday, December 26, 27 and 28, 1866. Full programmes will be published and circulated in due time.

MISSING NUMBERS.

In a few instances, subscribers have failed to receive their numbers of THE TEACHER. We can certify that the mailing is done promptly and accurately, for it is the work of our own hands. The mails are at fault, but we will cheerfully send extra numbers when requested to do so.

GENERAL AGENT.

Subscriptions have been paid to the person who has acted as our general agent, which have never been paid over to us. This is our loss, and THE TEACHER will be sent according to agreement. Mr. Vincent is no longer our agent, and is therefore not entitled to receive subscriptions in our name.

SCHOOL APPARATUS.

As this is the time when schools will be likely to procure Apparatus, we think we shall be doing good service by calling attention to the establishment of A. H. Andrews, 63 Washington street, Chicago. Apparatus of all descriptions, and of the best manufacture, can be procured here at reasonable prices. Mr. Andrews fills his orders with great promptness, and is a gentleman with whom it is a pleasure to deal.

LIFE INSURANCE.

The subject of Life Insurance has of late years occupied prominently the attention of business men, and its utility and importance are now as universally acknowledged by them as that of any other prudential measure. They need no advice from us. To the thoughtful consideration of the teachers of Michigan, however, we earnestly commend the subject.

It is an undeniable fact that the compensation of teachers is not such as to enable them to accumulate much of this world's goods; so that those who are most devoted to the profession, and spend the largest share of their years, energies and brain work in preparing the rising generation for usefulness, have, as a rule, but little to leave at death for the support and education of a dependent family. At such a time the proceeds of a policy of Life Insurance comes as an affectionate remembrance from the departed husband and father, and an evidence of prudent forethought.

In our JUNE number we published an obituary notice of Prof. A. C. SARGENT, late Principal of the Public Schools of Marshall; and the thoughts now presented have been suggested by the following letter from Mrs. Sargent, by which it will be seen that he had wisely left an inheritance for his family by a policy in the New York Life Insurance Company, the proceeds of which ($2,500) have been paid to her. His example is worthy of imitation.

LEMPSTER, N. H., July 23d, 1866.

Mr. S. A. MATTISON, Detroit,—

Sir: Yours of the 17th inst. was received Saturday evening, inclosing draft, &c.

Allow me to express my most earnest appreciation of Life Insurance. My husband had his life insured in the New York Life Insurance upon the anniversary of our marriage. (I wish other husbands might do the same.) In just one year the proceeds of that policy were placed in my possession, thus securing to me a comfortable home, which, otherwise, I might not have possessed. Though no amount of money can take away the sting and bitterness of death, yet it may lighten many a burden.

I cannot do less than thank the officers of the New York Life Insuranee Company for the entire courtesy and kindness manifested in the settlement of my claim, and I hope this Company may long continue a blessing to all connected with it. Very respectfully,

FANNIE J. SARGENT.

BOOK NOTICES.

INTRODUCTION TO MODERN CHEMISTRY, EXPERIMENTAL AND THEORETIC. *By A. W. Hoffman, LL.D.* London: Walton & Maberly, Gower street. 1865. pp. 233.

In a recent number of THE TEACHER we had occasion to criticise somewhat severely a work on Modern Chemistry. Its method was

chiefly called in question, and to this point our criticism was chiefly directed. In these days when the text-book has so completely overshadowed the teacher, it is not enough that the *matter* of a book be what it should be—its *method* must be a true one. This method must be the one a true teacher would follow. Perhaps this is not a proper place to discuss methods; but it will aid our readers in understanding our position to remark that all teaching should proceed from the *experimental* to the *theoretical*. This is emphatically true in teaching Natural Science. In some cases it is very difficult, perhaps impossible, to proceed with experiment at every step; but this is the ideal method, and success lies in following it as closely as possible. In Geology, for example, it is impracticable to visit each locality where special phenomena are to be observed; yet no one will doubt that Hugh Miller's method of study was the true one. In Chemistry, on the other hand, the student may become acquainted with all the great facts by positive experiment, and there is but little excuse for this inverted method of study. At any rate, books have no excuse but ignorance for setting forth false methods, and their value ought to be tried by this standard.

The very first paragraph in Mr. Hoffman's Modern Chemistry gives the details of a simple experiment—the burning of Potassium on water. The results are carefully noted, the experiment is repeated in a modified form, and the student has his first fact in his new study. This method is followed throughout the entire work, and gives to it its characteristic value. The illustrations are from photographs and drawings of the apparatus used by the lecturer, and give to the work an additional value. Lecture VIII is devoted to a clear statement of the principles involved in the French Metrical System, and is of itself worth the cost of the volume. We have not noticed this work with any expectation that it will be used in our schools; but with the hope that teachers will read it for its method, its illustrations, and its new views on the nicer questions of Chemical Philosophy.

FIRST LESSONS IN NUMBERS, IN THE NATURAL ORDER: FIRST, VISIBLE OBJECTS; SECOND, CONCRETE NUMBERS; THIRD, ABSTRACT NUMBERS. *By J. H. French, LL.D.* New York Harper & Brother. 1866, pp. 126.

Heretofore we have not noticed the various series of Geographies, Readers and Arithmetics which are before the public, for the reason that they are thought to differ so little from each other, essentially, that anything said of one might be said of all. This has seemed

especially true of Mental Arithmetics and Geographies. In either case it would be very difficult to state the real reasons for our preference.

The little work mentioned above is the only one of its class which has fallen under our notice, having peculiarities which entitle it to a special notice. Our book makers have for some time professed to believe that instruction in Number should proceed from the concrete to the abstract; but they have been sorely puzzled in arranging their books according to this method. It seems to us that Mr. French has hit upon exactly the right method, and that his little work is as nearly the right thing as any mere book can be. The method indicated in the title is most successfully carried out, and the result is a manual which we believe to be the very best of its kind.

A HISTORY OF THE UNITED STATES. *By Joseph C. Martindale, M. D.* Philadelphia: Eldredge & Brother. 1866. pp. 171.

This is a little work which contains a clear and concise statement of the leading events in American History. It has been prepared with special reference to the needs of younger pupils, to whom works more elaborate in matter and style would not be adapted. It is the opinion of many teachers that in studying history, children should keep very close to the text; and if this view be the correct one, especial care should be taken in the selection of topics, and in the manner of presenting them. The memory should not be encumbered with unimportant transactions, and the style ought not to be in the least ornamental, but rigidly plain. In both these particulars Mr. Martindale has been successful; and his book is a good one for the purpose in view.

The Sunday School Teacher, edited by Rev. J. H. Vincent, and published by Adams, Blackmer & Lyon, Chicago, is one of the very best periodicals in the country. The September number contains the first of a series of articles on the "Seven Laws of Teaching," by Rev. John M. Gregory, LL.D. Price, $1 50 per year.

Hall's Journal of Health. It seems to us a plain matter of duty to recommend this journal to all our readers. Its articles, though strictly scientific, are at the same time plain and practical. Were people generally acquainted with the great facts of Hygiene, thousands of valuable lives might be saved every year. To bring this knowledge into every household is the object of Dr. Hall's journal. Address "Hall's Journal of Health," New York. Price, $1 50 per year.

Western Temperance Advocate. This journal, devoted to the great cause of Temperance, is one of our most valuable exchanges. It is very ably edited, and abounds in good things almost without number. The friends of Temperance everywhere ought to give the *Advocate* a generous welcome. Rev. J. C. Stoughton, Editor; Rev. John D. Parker, A. M., Scientific Editor. Published weekly at 102 Monroe street, Chicago. Terms, $2 per year.

AIDS TO SCHOOL DISCIPLINE. Published by J. W. Schermerhorn & Co., 430 Broome St., New York.

This is a beautifully printed series of "Cards," "Checks," and "Rewards of Merit," designed to secure good discipline in school, by easy and effective means. These *Aids* are employed as follows:

In the morning, each pupil receives one *Card* (five merits), which he he is liable to forfeit in case of ill behavior, but which can be exchanged for a *Check* (twenty-five merits) when a sufficient number has been secured. Four of these checks can be exchanged for a *Reward of Merit* (one hundred merits); and thus, at the end of each month, the pupil's standing will be denoted by the number of merits he has gained, and, in case a prize is to be awarded, it is easy to determine the pupil who is best entitled to it. This system seems to present a healthy stimulus; is very easily managed, and, if carried out with ordinary diligence, can hardly fail to secure good results.

Educational Intelligence.

MATTERS AT HOME.

INSTITUTE AT LYONS.

THE almost continual rain, and the time of its being held, at the opening of many of the public schools, tended to lessen the attendance at this Institute, yet the number was not small, and they were very much interested in the instruction given; sixty teachers were present, representing well the surrounding country.

Supt. Hosford lectured upon Teaching, Alphabet, Reading, School Organisation and Government; Ventilation, Spelling, Geography and Object Teaching, Prof. Ripley lectured upon Arithmetic and Map Drawing, and C. L.

Whitney upon Grammar, Penmanship and School Records and Reports. The evening lectures were by Supt. Hosford upon "Educational Forces," and "Education as a Means," both valuable and instructive lectures.

Prof. Ripley lectured one evening upon "Methods in Teaching History," and one upon "Wit."

On Friday evening the members of the Institute met for a sociable, which passed off quite pleasantly, with music by the glee club from Portland, and resolutions, speeches, etc.

The following resolutions were adopted:

Resolved, That we regard "Teachers' Institutes" as almost a necessity to the profession.

Resolved, That, in our opinion, the cause of Education demands, from the State Legislature, the creation of the office of "County Superintendent of Public Instruction."

Resolved, That *The Michigan Teacher* should receive the support of all professional teachers.

Resolved, That the thanks of the Institute are due to Profs. Hosford, Superintendent of Public Instruction, Ripley, of the Normal School, and Whitney, principal of the Dowagiac schools, who have labored with us during the session now about to close.

Resolved, That the thanks of the Institute are due to the citizens of Lyons, for the kind manner in which they have received and entertained us during our stay; also, to the proper authorities for the use of the school house and Baptist church.

The Lyons school opened October 1st, under the care of A. J. Crosby, assisted by Mrs. Dougherty, Mrs. Forbes, and Miss Bannel.

INSTITUTE AT HASTINGS.

The Institute was opened by Supt. Hosford, on Monday, September 10th, in the union school buliding. The number of teachers present was upwards of eighty, and great interest and attention was manifested throughout. The Superintendent wss assisted by Prof. E. L. Ripley, instructor in Mathematics at the Normal School, and Prof. J. Goodison, instructor in Drawing and Geography at the same place. Prof. Hosford delivered two evening lectures, one upon "Educational Forces," the other upon "Education a good in itself." Prof. Ripley gave a lecture, on Wednesday evening, upon "Wit," and Prof. Goodison, on Thursday, upon "Europe as a Geographical Individuality." On Friday evening, a social meeting took place, when resolutions of thanks to citizens and lecturers were adopted, and various toasts proposed and responded to.

INSTITUTE AT BURR OAK.

This Institute met on Monday, September 17. Until the arrival of the eastern train, at 4:30 P. M., Prof. Hosford was the only lecturer upon the ground, and, consequently, sustained the afternoon's work alone. Over seventy teachers were enrolled, and maintained a steady attendance, notwithstanding the continuous rain. Besides Prof. Hosford, the Institute was

instructed by Profs. Goodison and Ripley, of the Normal School. Prof. Hosford lectured on Monday evening upon "Educational Forces," and on Tuesday upon "Education a good in itself." The lecturer showed that education should be sought, not for the sake of any material benefits which might accrue from its possession, but because it was itself a benefit. He animadverted severely upon the shallow views of education fostered by the promises of short and easy preparation for business life made by the so-called "Commercial Colleges," and showed that such special training was valueless, unless accompanied by broad, general culture.

On Wednesday, Prof. Goodison lectured upon "Europe," tracing the peculiar geographical character of the country as affecting its position in the march of civilization, and the character of its people.

On Thursday, Prof. Ripley lectured on "Wit," entertaining his audience with numerous amusing extracts from popular works of wit and humor.

The citizens and members of the Institute met in the Baptist church, on Friday evening, for a social. Resolutions of thanks were adopted, and speeches made in response to toasts by the lecturers, clergy and citizens.

The Institute has proved very interesting, and much of its success was owing to the untiring exertions of Mr. R J. Freeman, chairman of the committee of arrangements, and his associates on the committee,

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BAY CITY.—The public schools of this city resumed on Monday, Sept 3d, after a vacation of several weeks. They are under the supervision of Prof. Wells, late of Buchanan, aided by an able corps of teachers. At the 2d Ward school, Prof. Wells will be assisted by Miss Eaton, in the senior department; intermediate department, Miss Taylor; primary department, Miss C. F. Corbin. At the Braddock school house, in the 3d ward, the intermediate department will be under the charge of Miss Yale; primary, Miss Schermerhorn. At the Stanton school, Miss E. A. Haughton, primary.

THREE RIVERS.—The union school has opened with a large attendance With two exceptions, they have a new corps of teachers. Mr. Clark, recently from Battle Creek, is principal; Miss Sarah C. Day, of Sturgis, preceptress of grammar school. Miss Carrie Dyer has charge of the intermediate department. The several primary schools are taught by Misses Hoskins, Colvin, Chadwick, and Warren.

At the annual school meeting, Rev. J. Pitzel and S. A. Wellon were elected School Trustees for the full term, and Jas. H. Lyon, Esq., to fill the vacancy occurring by the resignation of Mr. Rich. Provision was made to meet the current expenses of the school for the present year, and also for repainting theschool building.

GRAND HAVEN.—The public school, in its various departments, commenced on Monday, September 3d, under the most favorable auspices. Judge Taylor, principal, assisted by a competent corps of instructors.

At the late annual school meeting, a motion prevailed to loan the sum of $20,000, for the purpose of erecting a school building adequate to the pressing needs of our rapidly increasing population. A beautiful lot for the building has already been purchased, consisting of some six acres, on a commanding eminence east of the court house, enclosed with a substantial fence, and encircled with double rows of beautiful maples. The citizens favor the idea of having as good a school building as can be found in this or any other state, the size and wealth of place considered, and as much as is necessary to accomplish that object will be freely added to the $20,000 already voted.

DETROIT.— Two new school buildings have been built the past summer. One is completed, but the other has only one story finished and furnished. These houses have already cost $45,000. Schools have opened in both of them. The school statistics for the year, to the date of the commencement of the present term, are as follows:

Whole number of teachers,	99
Assistants in charge of recitation rooms,	20
Teachers in charge of school rooms,	79
Average daily attendance,	5.265
Average number belonging,	5,661
Per cent. of attendance,	93
Average tardiness,	1

SALARIES PAID TEACHERS.

One, at salary of	$1.400
Five, at salary of	1,200
Two, at salary of	900
One, at salary of	600
Five, at salary of	500
Four, at salary of	475
One, at salary of	425
Eight, at salary of	405
Forty-eight, at salary of	400
Twenty-four, at salary of	375

The per cent. of attendance has been higher the past year than ever before.

For 1864 it was	89.	Tardiness 1.8
For 1865 it was	91.6	Tardiness 1.4
For 1866 it was	93.	Tardiness 1.

This shows a steady advance in the right direction; and it is doubtful whether it is desirable to try to secure a much better attendance than there is now.

The entire expense of the schools for the present statistical year (exclusive of money for new houses) will not be far from $65,000

The school census for 1865, shows 18.710 names of children, between the ages of 4 and 18; and, although the census for the present year is not yet completed, there are indications that it will show about 20,000 names.

HIGH SCHOOL ALUMNI.— At the recent meeting of the High School Alumni a letter was read from D. Bethune Duffield, Esq., who was unavoidably prevented from being present. He speaks words of encouragement, and closes

as follows: "I trust you will take all the steps necessary to preserve a faithful historical record of the school, which, I doubt not, will prove a matter of interest, not only to its members, but also to our entire community."

DEATH OF THE PRINCIPAL OF THE BISHOP UNION.— Mr. Richard L. Montgomery, who was just appointed to the principalship of the Bishop Union, died Saturday, about noon. Mr. Montgomery had been, for some time, principal of the union school at Port Huron, and was a general favorite. He was an accomplished and thorough teacher, and a young man of fine ability and promise. He had been but one week at his work, when he was suddenly taken away from his chosen profession.

— The State Normal School opened its winter session, Monday, September 24th, under the newly appointed principal, Prof. D. P. Mayhew. Upwards of seventy new students have entered, and additions are made daily, while the number of former students who return is quite large. On Thursday, the 27th, Prof. Mayhew organized the "model school," of which he is now principal.

STURGIS UNION SCHOOL.— Last Tuesday the union school opened again under very flattering auspices. Every seat in the chapel was crowded with pupils, and many more will come in next week.

There is a large foreign element in attendance, and already the Sturgis union school compares favorably with the best in the state. Our people have expended liberally in school improvements, and they now begin to appreciate a first class union school. The following corps of teachers has been secured:

Prof. Orson B. Curtis, principal, and high school department; Miss Mary A. Hackstaff, preceptress; Miss Mary W. Barlow, primary department; Miss Alice R. Reynolds, intermediate department; Miss Sarah C. Rice, grammar school, with Miss Alice Douglass as assistant.

DEATH OF A TEACHER.— Miss Mary B. Noble, for the past fourteen years a teacher in the primary department of the public school on Miami avenue, of Detroit, died very suddenly on Saturday afternoon. At 9 o'clock in the morning she appeared to be in perfect health, but shortly after breakfast was stricken with apoplexy, and after lingering three or four hours died. She has always been considered one of the most efficient teachers in the city.

ANN ARBOR.— The public schools opened this week under the most favorable auspices. Mr. Lawton, the superintendent, has had his salary increased $200, and Miss Ruth Hoppin, principal of the female department, succeeds Miss Osborne, who retires voluntarily. Miss Osborne was popular as a teacher here, and it is believed Miss Hoppin will fill her place satisfactorily. She has taught here before, but more recently at her home in Three Rivers.

Gen. Sarmiento, the Minister to the United States from the Argentine Republic, is spending a few days here, in an examination of the University system and its workings. He has been for many years engaged in the endeavor to establish a system of popular education in Chili and the Argentine

Republic, and he is now publishing a book, in which will be embodied his views of the American system. In the body of this work is incorporated the translation into Spanish of one of Dr. Haven's addresses entire, and a motto selected from it has been been chosen for the title page. The distinguished gentleman is fully impressed with the belief, that the best model for an educational system for the South American states, is to be found among the new states of our own country.

THE UNIVERSITY OF MICHIGAN.— The new year of the department of science, literature and the arts, opened September 19th, but the medical and law colleges open October 1st. The prospect is, that the number of students in the Literary department will be considerably larger than ever before, but it is too early to decide how it will be with the Medical and Law departments, though the prospect is decidedly encouarging.

The number of students in the Literary department, for several years, has been as follows: In 1858, it was 301, and for a few years preceeding it had been about 300; in 1859, it was 287; in 1860, 282; in 1861, 274; in 1862, 270; in 1863, 266; in 1864, 295; in 1865, 279; in 1866, 354. The probability is, that this year the number in this department will reach nearly 400. By September 24th, we understood that 154 had applied for admission to the Freshman class, of whom more than one hundred had been admitted. The examinations were still going on.

NILES.— Mr. C. Wells has become principal of the public schools of this city. Mr. Wells is a graduate of Kalamazoo College, and has had several years' experience in teaching. Mrs. Helen A. Bateman has accepted the position of preceptress for another year, at a salary of $700; and Miss Emma L. Coan remains in charge of the mathematical department. The principals of the other departments are as follows: Miss Allie Ward, grammar school; Miss Mary Bond, intermediate; Miss Etta Tibbets, second primary; Miss Sarah C. Sterling, first primary.

There are sixteen teachers employed, many of whom are persons of ripe experience and rare ability, and all of whom are faithful and earnest workers.

PORT HURON.— The public schools commenced their fall and winter term on the 3d of September, as heretofore, under the general supervision of Dr. Catlin. Otherwise, material changes have occurred. Miss Breese, a graduate of Albion College, having charge of the grammar school on the south side of the river, and Miss Buchanan a graduate of Oberlin College, on the north side. Besides, there are four new teachers, viz: Misses Alice Gane, Amelia Jones, Sarah Barnes, and Lydia Benedict. The board are confident that with their present corps of teachers, this may rank with any graded school in the state.

LANSING.— Mr. Benj. R. Gass, a graduate of Antioch College, has become principal of the third ward union school.

— The sudden death of C. B. Robinson, superintendent of the Reform School, was the cause of a great deal of heartfelt sorrow. As a man, a citizen, and an officer, he was universally respected. He was a large, strong,

and, to all appearances, a healthy man, and being quite young, his death was unexpected to all, many not knowing of his sickness until they heard of his death. It will be hard for the Board of Control to fill his place. The boys in the institution had learned to love him and look up to him as a father. He leaves a wife and three beautiful children.

TEACHERS' INSTITUTE.— The Teachers' Institute at Lansing, last week, was said to be an interesting one. At the closing exercises, a vote of thanks was passed to the Baptist church for its use for the evening lectures — no other church being offered for such use. It is customary for the evening lectures to be given in the several churches where the Institutes are held. Some of the pastors did not even find time to go near the meetings.

VASSAR — Owing to a large number of pupils in attendance of the Vassar union school, the trustees are now building a frame school house, on the grounds where the main school building is, for the accommodation of the primary department, and to prevent a large number of scholars being excluded from the school. It will be ready in a few days.

ST. CLAIR.— The fall term of the union school begun September 4th. The corps of teachers are the same as last term, except Miss Crossman, *vice* Miss Leonard, resigned; Miss Abbie Riddle, *vice* Miss Fanny Stone, resigned; Miss Annie Fox, *vice* Miss Riddle, promoted; Miss May Oakes, *vice* Miss Clara Goffe, resigned; Miss Jennie Russell, *vice* Miss Fox, promoted; Miss Ellen Smith, *vice* Miss Lydia Benedict, resigned.

MOUNT CLEMENS.— The following are the teachers engaged for the ensuing year, with their salaries: Prof. S. Wood, $1,150; Miss Helen A. Buck, $300; Miss Lucy A Nichols, $280; Miss Mary Wood, $240; Miss Isabella A. Ross, $240; total, $2,210. The term of school commences September 3d, with a large attendance. The school has been enlarged during the past year, so that the additional tax imposed will not fall heavier than heretofore on individuals.

NORTHVILLE.— The fall term of the union school commenced last Monday, with a large number of scholars present, and a daily increase since. Some changes have taken place among the teachers. Miss Louisa A. Dickinson will teach in the intermediate department, *vice* Miss Elizabeth Sha, resigned; Mrs. Dunham in the primary department, *vice* Miss Louisa A. Dickinson, promoted. Mrs. O. F. Peck, formerly instructor in Music, having resigned, the place will be filled by Prof. John Post, late of Whitby, C. W.

MARSHALL.— The annual school meeting of this city was held on Monday evening. The report of the trustees shows the receipts last year to have been $8,044, and the expenditures $6,347. The report closed with a recommendation that a new union school house be built adequate to the wants. This portion of the report brought out a good deal of discussion, but it was carried by a large majority and the school board was instructed to ascertain what the old building can be sold for, and a new site obtained, and report a plan with specifications at an adjourned meeting to be held on the first Monday

in October next. They were also instructed to report as to the wants, etc., of a ward school house in the third ward. The school year commenced on Monday the 3d, with the following corps of teachers: High school, Prof. Banfield, Miss Church, Preceptress. Grammar school: Mr. Simmons, Principal; Mrs. Geer, Assistant. 2d intermediate, Miss Chesbrough, Principal; Miss Gilbert, Assistant. 1st intermediate, Miss Robinson, Principal; Miss Maniates, Assistant. 1st ward, Miss Morton, Miss ———, Assistant. 2d ward, Miss Phelps, Miss Wilmarth, Assistant. 4th ward, Miss Gordon, Miss Polhemus, Assistant.

ADRIAN.—At the school meeting on Wednesday, the board submitted a plan for a central school building, drawn by Mr. Bowers. The meeting approved of the general plan, and authorized the board to lay the foundation walls this fall. The building is to be of brick, three stories high, with tower in the centre of the front. Length of building, 175 feet; width 75 feet. Estimated cost, $45,000. The details of arrangement and construction have not yet been agreed upon. The old site has been sold in parcels for the aggregate sum of $8,009, just the cost of the new site. The school board have purchased the Streeter boarding house for temporary school purposes, and are at work fitting it up. They expect to have it ready for occupation by the 20th of September. The branch schools will be opened September 3d.

—Principal A. R. Boggs remains in the Portland schools, and is doing good work.

—Walter S. Perry, superintendent of the Coldwater school, has added to his cares and duties that of the editorial chair. He edits the local paper of that city.

—Miss Hannah Griswald, late graduate of the Normal school, and successful teacher in the Detroit public schools, died lately at Northville.

—Mary J. Jordan, late of the Dowagiac union school, has gone to Peru, Ind., to take charge of the high school of that place.

—Mr. O. Thompson, late of Washington, takes the principalship of the Utica union school, and is assisted by his sister, and Miss Ellen Bishop, late graduate of the Normal school.

—J. S. Lane, late graduate of Kalamazoo College, takes charge of the Howell union school.

—D E Wilbur, late graduate of the Normal School, has become principal of the public schools of Paw Paw.

—The public schools of Muskegon are under the care of Principal Barnes, assisted by Miss McEntyre and four others.

ALBION.—The fall term of the Albion College has commenced under favorable auspices, with the endowment settled and a good corps of teachers. It is destined to become one of the best institutions in the state.

TRAVERSE CITY.—The sum of $800 is to be applied in building and repairing the school house at Traverse City. The school is increasing, and it will be necessary to employ two teachers in future.

UNION CITY.—The union school commenced September 3d, with the same corps of teachers as last year, S. G. Burked, principal. The salaries of the teachers havs been increased.

BATTLE CREEK.—At the annual school meeting, on the 3d, an appropriation of $25,000 for the purpose of building a new school house was voted down. It was much regretted by the best portion of the citizens.

LYONS.—The teachers' institute advertised to be held here, opened on Monday the 3d inst., with a lecture by Prof. Ripley, of the state Normal School, at the union school house. In the evening, Superintendent Hosford lectured at the Baptist church. A considerable interest is manifested in the success of the institute by the citizens of the village, and the teachers of the country, in a respectable number, are in attendance.

ST. JOHNS.—The St. John's school opened on the 3d for the autumn session, with Prof. J. B. Nixon as principal, assisted by four competent teachers, and already the rooms are literally "crowded from top to bottom."

FENTONVILLE.—Prof. Johnson, late of Flint, has taken charge of the union school. He is a gentleman of good abilities and large experience, and with the aid of his excellent corps of assistants will make the union schools uccessful.

HILLSDALE.—The college in this place has opened with about 300 students. Prof. Whipple, who was so severely injured a few weeks since in Illinois, has returned home and hopes to be able to enter in part upon the discharge of his professional duties.

CHARLOTTE.—The union school opened on the 3d inst. with a very full attendance. The annual census of all persons in the district who are entitled to public money, shows that there are 500 such persons, being an increase of nearly 100 over the number last year. The present school accommodation being totally inadequate to the demand, the necessity of erecting an ample union school building was discussed at the annual school meeting, and at an adjourned meeting a vote will be taken to decide the matter. A tax of $1,405 was voted to meet the current expenses of the present school year.

FLINT.—The Flint union school commenced its winter term on Monday last, with a larger number of scholars than have attended at the commencement of any previous term. The other schools in the city opened one week later, September 10th.

JONESVILLE.—The fall term of the union school commenced on Monday last under the direction of Mr. McClellan, formerly of Hudson, and was opened under very favorable auspices.

MONROE.—The Monroe union school reöpened Monday, September 3d, under the supervision of Prof. McLouth, who has filled the same position during the last year.

—Miss Mary Thayer has become first assistant in the union school at Ionia.

—Mr. Curtis, a graduate of the Normal School, has succeeded Mr. Taylor in charge of the public schools at Rockland.

MATTERS ABROAD.

AMERICAN.

—Prof. Chadbourne has declined the presidency of the Wisconsin State University, partly because opposed to the plan contemplated in the law reorganizing the institution—of educating the two sexes together—and partly on account of the attack of some Democratic newspapers on him.

—The American Association for the advancement of the social science, will meet in New Haven, Tuesday, October 9. The president of the society is Prof. W. B. Rogers, LL.D., of Boston. Papers are expected from Gov. Washburne, of the Cambridge law school, Dr. Leiber, of New York, Dr. S. G. Howe, Rev. Dr. E. C. Wines, F. B. Sanborn, Esq., and other distinguished gentlemen. The meeting will extend through two or three days.

—At a meeting of the trustees of the Northwestern University in Chicago, on Monday, Rev. David H. Wheeler, now of Zurich, Switzerland, was unanimously chosen to fill the chair of "History and English Literature." Prof. W. has held the office of consul at Genoa, Italy, for the past four years.

—At the recent Yale College commencement, Thomas A. Marshall, chief judge of the supreme court of Tennessee, and ex-Governor William A. Buckingham, of Connecticut, were created Doctors of Laws.

—It is the duty of each member of the Mount Holyoke Female Seminary to write an annual letter to the class secretary, stating whether she is married or single, how many children she has, etc. A young lady of the class of 1861, in a recent letter to that functionary, states that she is not married, but that she thinks she "can see a little cloud that ariseth out of the sky of the future, like a man's hand."

—Brown University, Providence, R. I., has graduated 2,266 alumni, of whom 583 have been ministers, 39 members of Congress, 23 judges, 22 college presidents, and 18 governors. The contributions to its funds the past year have been $150,500.

—The Farmington (Mass.) State Normal School has now a lady principal, Miss Annie E. Johnson.

—Eli W. Blake, of New Haven, a graduate of Yale College in the class of '57, has been appointed Professor of Chemistry in the University of Vermont, at Burlington.

—Williams College has just opened. The freshmen class numbers 51; the sophomore, 35; the junior, 48; and the senior, 51.

—The new Wells School of Chicago was opened on Saterday with appropriate ceremonies. Addresses were made by the mayor, the president of the Board of Trade, and others.

—Miss Cushing, a teacher in the Roxbury, Mass., high school, gets $1,500 a year salary, and there are a good many lady teachers in this state who ought to have as much.

—The directors of the Chicago Seminary have voted to raise $200,000 for its more complete endowment.

—George Peabody has just made another gift of $100,000 to the Peabody Institute, established by him at South Danvers, Mass. This gentleman has Yale College next on his list of endowments.

—Four Normal Teachers' Institutes have just closed in Indiana. At Bloomington 165 teachers were in attendance; at Laporte, 70; at Peru, 104; and at Greensburg, 182.

—Henry Ames, Esq., of St. Louis, recently deceased, bequeathed $100,000 to the Polytechnic Institute connected with Washington University in that city.

—F. G. Welch has been appointed professor of physical culture, on the Dio Lewis system, at Yale College.

—The formal opening of the Kansas State University took place at Lawrence on Thursday. All the speeches made on the occasion favored the admission of colored students.

—Prof. W. E. Peters, of Bedford, has been elected to the Latin professorship in the University of Virginia.

—Baron Mackay, of Holland, and Sir David Wedderburne, and Charles Dalrymple, Esq., of Scotland, have been spending a day or two in Providence, R. I., investigating our system of public schools.

—Prof. Julius H. Steele has been offered the presidency of Bowdoin College, recently made vacant by the resignation of Rev. D. Woods.

—Prof. John A. Porter, of New Haven, Ct., died on Saturday in that city, aged 43 years. He was from 1852 to 1864 professor of chemistry at Yale College.

—The Smithsonian Institute at Washington is being slowly rebuilt.

—Professor Guyot, of Princeton College, is taking measurements of the mountain peaks of Vermont and New Hampshire.

FOREIGN.

—The minister of education in Italy reports that there are in the kingdom 260 private schools, 208 of which are elementary. There are 13,174 pupils, 9,726 of whom are boarders, and 8,420 are dressed in ecclesiastical costume.

During the last five years 82 seminaries have been closed. Russia has six universities: St. Petersburg, founded by Peter the Great; Moscow, founded in 1755, by the Empress Elizabeth; Wilna, which in 1742 was transformed into the University of St. Vladimir; Dorpat, founded in 1632 by Gustavus Adolphus, destroyed in 1804, and revived by Alexander I. in 1802; Kharkhov and Kasan, founded in 1804 by Alexander I. Each university has four faculties, history and philology, physical and mathematical sciences, law and medicine. Each university has 50 professors, with assistants. The students were thus distributed in 1864: St. Petersburg, 623; Moscow, 1,515: Kasan, 825; Kharkhov, 523; St. Vladimir, 518; Dorpat, 660: total, 4,084. Of these, 847 were bursars, costing the government upwards of 25,000 pounds sterling per annum. The ragged school union, London, presided over like the city mission, by Earl Shaftsbury, reported 326 Sunday schools, with an average attendance of 26,000; 204 day schools, with an average attendance of 18,750; and 217 evening schools, with an average attendance of 8,284; total,, 747 schools, with an attendance of 61,984. This is an increase of about 70 schools and 3,000 scholars. The union employs 394 paid teachers and 480 paid monitors in its schools. It has 450 boys and girls in the refugees connected with it. Its clothing clubs have received £1,639 in deposits. Its penny banks have had £6,768 deposited in them during the past year. Its shoe-black brigade, numbering 318, has earned £7,002, and in the fifteen years since the brigade was formed, there has been a total earning of £25.708. 12,485 volumes are in the lending libraries of the union. According to an expose of the state of Hayti for 1865, just published by government, there are 201 free national schools, daily attended by 13,896 pupils, besides eight private schools subventioned by the state; one clerical seminary, which has already produced three priests; one grand seminary in Paris, attended by government scholars.

—Mr. Beckwith, United States Commissioner at Paris, strongly urges that prominent among the American features of the Paris Exposition of 1867 should be a model school house, with all its modern appliances, school books and apparatus, and with teachers and scholars sent over for the purpose

—A new planet was discovered on the night of August 6, in the constellation Capricorn, by the director of the Marseilles Observatory.

—Rev. John Grote, professor of moral philosophy in the university of Cambridge, is dead. He was a younger brother of the historian of Greece. His predecessor was the late Dr. Whewell. His successor is not yet known.

CONCERNING BOOKS, PERIODICALS AND AUTHORS.

—Bayard Taylor is at his country seat engaged upon a translation of *Faust*. Mrs. Jerome Patterson Bonaparte, of Baltimore, is writing her memoirs. Mr. George Bancroft is about to publish the last volume of his *History of the United States*. General Basil Duke, of the late Confederate army, is at work

n a history of the life and military exploits of General John H. Morgan. Mrs. Henry Wood has written a new novel.

—At the recent meeting of the French Academy of Sciences, the Germans carried off the chief prizes—Prof. Bopp, of Berlin, receiving the first for his comparative grammar; and Dr. Freund, the second for his Latin dictionary. A young lady, Victoria Lanand, won the title of "Officer of the Imperial Academy."

—Mr. John Godfrey Saxe, who has lately had the honorary degree of LL.D. conferred upon him by his *Alma Mater*, Middlebury College, Vermont, is said to be busy with a translation, in rhymed verse, of that most notable of the comedies of Aristophanes, *The Clouds*.

— Prof. Agassiz, in an address at Northampton, Mass., on Friday last stated that he had collected eighteen hundred new species of fish in the waters of the Amazon, and that the whole number of species there was at least three thousand.

—The *Nation* is now published by E. L. Godkin & Co. Mr. Godkin has been the editor of the paper since it was established.

— A statute of Lord Macaulay has lately been inaugurated at the Cambridge University.

—Charles Dickens finds his home engagements so numerous that he cannot visit this country the present year, as he hoped to do.

—The rebel Captain Maury is engaged upon the work of a new illustrated geography.

—The Boston Public Library contains 128,000 volumes. Its largest contributors are Joshua Bates, of London, who gave $100,000 worth of books, and Theodore Parker, who left 11,000 books and 3,000 pamphlets.

— The new Assyrian and Icelandic Distionaries are in press in England The former is by Mr. Edwin Norris; the latter by Dr. Dasent.

— Thomas Hughes, author of "Tom Brown at Oxford," has become the English correspondent of the New York *Tribune*.

—The first artificial globe ever made in this country was manufactured at St. Johnsbury, Vt., in 1812.

KERL'S GRAMMARS.—I have examined carefully Mr. Ke l's series of GRAMMARS of the English language, and regard them as the *best adapted* to accomplish the true end of school text-books on grammar of all that I have seen They cannot be properly studied under a teacher fit for his place, without not only giving a good *mental discipline* to the pupil, but actually showing him how to *speak* and *write* the English language *correctly*. They are at once theoretical and practical, and *particularly practical*. The Common School Grammar is admirably fitted to its purpose.—*Rev E. O. Haven, D.D, LL.D. President of the University of Michigan.*

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THE

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WHAT IS A PUBLIC SCHOOL SYSTEM?

NO. 5.—THE "REAL SCHOOL," "POLYTECHNIC SCHOOL," "MODERN SCIENTIFIC SCHOOL."

THE essential point in our article on the Classical School (No. of October) is: "Let the studies of the Polytechnic School be at least on a par with those of the Classical School." But when we see to-day in so many institutions of learning two Professors, and each one, moreover, with an assistant, for the study of Latin and Greek, and only one Professor, or mostly none at all, for the study of modern languages, we simply say it is not in harmony with the operative culture of our time, which, as we have shown, forms the only true basis of a public school system. It is a proof that our schools are too much a copy of English schools which, as Prof. Atkinson has clearly shown, are in a really pitiable condition. May we be excused for again calling the attention of all friends of educational progress to the "Classical and Scientific Studies and the great Schools of England," by W. P. Atkinson, Cambridge, Sever & Francis; and "An Address on the Limits of Education," by Dr. Jacob Bigelow, Boston, E. P. Dutton & Co. These learned gentlemen prove beyond a doubt to any candid mind that the more extensive and intensive study of natural sciences and modern languages is imperatively demanded in our time.

Indeed, if we consider the wonderful progress made in natural science, if we look at the countless benefits to mankind derived from those studies, and if we further take into consideration that this progress has been made in spite of the fact that natural

science has thus far been neglected on account of Latin and Greek; indeed, that their cultivation has been often, as in England, directly opposed by classical scholars, if we consider all this, we comprehend the truth of an expression made by an eminent scholar of our time: "The study of natural sciences will conquer the world!"

We take it to be an axiom that the amount of attention paid to the different branches of education should be in strict ratio to the amount of usefulness they bestow upon the person who masters them.

Now let us, for argument's sake, imagine two persons, the one a thorough classical scholar, the other an eminent scholar in natural sciences and modern languages. Which of the two is the most useful to society, provided all other accomplishments are equal?

We at least unhesitatingly say, the latter, because he has developed his mental strength (formal aim) on something practically useful, (material aim,) whilst on the other hand the classical scholar has developed *his* mental powers on something which is in our time, practically at least, of secondary importance.

Hence the necessity for a public school system, which claims to be at all in harmony with the operative culture of our time, to establish a series of schools, the principal aim of which is to lead and to prepare those who make the acquirement and advancement of modern science and art their vocation in life. As we, in Michigan, have neither such a series of schools, indeed, not even the name for it, we tried to give in our heading the English of the German "Realschule," or of the French "école polytechnique." The name "Modern Scientific School" seemed to us also very appropriate. Schools for the above mentioned purpose have been in operation half a century in Germany and France, and have proved a great blessing for these countries. The absence of such schools in this country is certainly much to be regretted. However, their necessity and usefulness has been recognized here, too. Boston, the most literary city in the United States, has taken the lead in this respect, and erected a splendid edifice for that purpose. May Michigan, so justly famous for her liberality towards educational institutions, soon

follow the example of Boston. It has been remarked that, in regard to natural sciences and technology, the ancient nations were infinitely behind our own time, the classical way by Athens and Rome would, therefore, for the modern scientific scholar not only be round about, but it would be hindering, inasmuch as it would occupy a great amount of time which might be spent for something more practically useful.

On the other hand, the surprising results of natural science, as advanced by men of modern times like Alexander von Humboldt, Liebig, Blumenbach, Carl Vogt, Virchow, Molleschott, Faraday, Owen, LaPlace, Arago, Agassiz, Morse, and a host of others, are recorded in modern languages, which should therefore go hand in hand with natural science.

The essential branches of the Polytechnic School, therefore, would be:

1. Modern languages (German and French).

2. Natural sciences (natural history, geography, natural philosophy, chemistry).

3. Technology.

4. Mathematics (Arithmetic, Algebra, Geometry, with its branches).

5. Drawing.

6. History; principally, however, modern history. From ancient history only as much as is necessary for a thorough understanding of the modern.

7. As a matter of course, also instruction in the native language, singing and gymnastics.

The general plan of instruction will distribute the material of instruction for an elementary, middle and higher polytechnic school, while the special plan of instruction will divide it amongst the different classes; of course, in such a manner that the studies of the middle polytechnic school are a logical continuation of those of the elementary division, and after they are mastered, a natural preparation for the higher.

The polytechnic school must retain its pupils until the choice of a special vocation makes the conclusion of preparatory education necessary. After it follows either a military school, a school for surveyors, architects, engineers, a nautical school, an agricul-

tural school, &c., &c., or the University. The polytechnic school as well as the classical school are both only preparatory institutions, either towards schools of special vocations as those above mentioned, or the University. This latter institution is supposed to represent the operative culture of any given time and nation in its highest perfection. If it is what it should be, it is a living thorough Encyclopedia of all recognized sciences. It is, or ought to be, the great finishing centre of systematic learning, for which all institutions of a public school system are the preparatory radiants. The latter ought to receive in return from the former their respective form and character. The most remote country school ought to receive from the University its general and special plan of instruction, its methods, its discipline, &c.

In the public school system which we tried to describe thus far, the common or citizens' school forms *the grand beginning*, from which every pupil who feels himself inclined and capable *should have free access* to the classical or polytechnic schools, *as the middle*, and from here to the University, *as the grand end* of systematic education. In our opinion, a public school system ought to be to systematic education in general, what a good method is in regard to instruction. As the latter presents the subject matter to the pupil in such a manner that he is led from the easy to the difficult without making skips or delays, so should a public school system offer a chance, for any one who chooses and has the capacity, to reach the height of the operative culture of his time in a natural gradation. And upon this principle we have striven to base the whole.

Ypsilanti, Sept. 1866. J. BENGEL.

SPECIMENS OF GERMAN PEDAGOGY.

(Extracts from Dr. G. A. RIECKE's "Erziehungslehre.")

INSTRUCTION AND TRAINING. FORMAL AND MATERIAL AIM.

IF we turn to the inner organization of the school, we must consider, in view of its twofold aims, two points: teaching and school discipline.

The first aim of the school is culture of the intellectual side in the child, the means thereto are in general *teaching*. The object (topic) taught forms the *matter*, the character of the teaching its *mode*, (in the widest sense *method*). The matter is determined for each school according to its *material* and *formal* aim. The mode of *teaching* falls into *instruction* and *training* (drill, practice). Instruction is the premeditated activity of the teacher, imparting to the pupil by guidance and assistance certain knowledges;—training is the activity of the pupil, (alone or under supervision of the teacher,) making himself, by frequent repetition and independent application, ready in that which he has acquired. Every topic of teaching offers a side both for instruction and training. Therefore we have instruction in reading and training in reading, instruction in writing and training in writing, &c. Still, certain topics are more adapted to instruction (e. g. Religion and the Real—objective—studies); others demand more training, (e. g. reading, writing, &c.) The latter are for this reason especially called "arts." * But since no art should be acquired merely through mechanical imitation and repetition, because each rests on reasons and concepts which should be known by the pupil, to the end that in these arts also he learn to think, and to practice them with a consciousness of their reasons, so in none should instruction be lacking, if the learning them is not to be a mere "knack," beneath the dignity of man under any circumstances. Religion might appear solely an object of instruction, but here also religious memorizing, i. e. the literal inculcation of theological and biblical doctrines, presents an extensive field for training.

The aim of instruction is twofold: *material*, i. e. introduction to a definite circle of cognitions, and *formal*, i. e. formation of the faculties. These aims should be promoted together, and not one-sidedly. Indeed, it lies in the nature of things that they can never be completely separated, for on what should a faculty be formed if not on a determinate matter? And how can a series of facts be imparted in a fundamental manner without the intellectual powers increasing thereby? But yet, one aim can be favored to the injury of the other. It is hence necessary that

* This is used as the equivalent of "Fertigkeiten," literally "readinesses," "skills."

both be rightly apprehended in their value and reciprocal relations, and combined accordingly. The truly human, or perhaps preferably, God-like, in man lies in the consciousness of himself, according to his relations to God and the universe, and in the free self-determination corresponding to this self-consciousness, briefly: in free, self-conscious, mental activity. To develope this self-consciousness and to elevate it to that height where it can form the firm, purely human basis of a free, moral self-determination, is therefore undeniably the most important, the highest problem of instruction. This corresponds directly to the formal aim of instruction; for the formation of faculties is nothing other than those mental powers passing into self-consciousness in order that each may contribute in right proportion to general human self-consciousness and moral self-determination. In so far the formal aim of instruction is the primary, the most important. Where it is not attained, instruction has but a very subordinate value, to wit: that it may endow man with a certain, but yet only limited and one-sided usefulness for the purposes of civic life. And this usefulness is limited and one-sided for the reason that only formal culture capacitates us to acquit ourselves, even in the most restricted occupation, with superiority, consequently with increasing perfection. Each self-active progress in the pursuit of a profession depends less upon material wealth of knowledge than upon the measure of formal culture in the intellect. Meanwhile the material aim of instruction should not thereby be deprived of either its worth or the influence which is due to it. In the selection of the matter of instruction the material aim has the first voice; for it asks itself before all: What knowledge is indispensable to the pupil? From that which the profession and the civic life indicate as necessary, the school-plan should strike nothing, whether it serve the formal aim of culture little or much. But the selection of topics of instruction being once accomplished from the material standpoint, the formal aim must satisfy itself by the examination of this matter as regards its containing elements for formal culture, and by complementing the same with additional topics to such extent as the aim of this culture demands. In what concerns the scope of instruction attainable in the school, the extensive limit (amount) in those

things which are demanded by the material interest, will be determined proportionally to that interest. The intensive limit (depth) on the other hand depends only partially upon the material aim of instruction, but especially upon the formal. In those subjects which serve especially or exclusively the formal aim, the determination both of intensive and extensive limit is ordered by it.

The following example may serve to elucidate these statements: Reading and writing are arts with which in the present stage of culture no citizen of a civilized State can dispense. They are, however, of very subordinate *formal* value, if we do not bestow upon them, by elaborate treatment, something which does not originally exist in them, a wholly unjustifiable proceeding. The extensive limit of this instruction, i. e. the degree of certainty, readiness, briefly of perfection in reading and writing, whether it be extended to one or many kinds of character, or to which, must be measured entirely by the necessities of custom. On this ground, declamatory reading and ornamental writing may reasonably be excluded from the common school. In view of the intensive limit, i. e. the question how deeply the pupil should be led into principles, (as in our example into those of reading and writing,) we must not, as already remarked, graft in more disciplinary elements than lie therein, but only consider what the material aims demand, i. e. what serves to its easy, sure and rapid attainment. On these principles we shall neither torment the child with a complete analysis of articulation in the positions and movements of the speech organs, nor harrass ourselves to make the forms of the letters appear to him as types of the positions of the mouth needed to produce their sounds. We should rather select that mode of instruction which leads in the simplest and shortest manner to the (material) aim in view. With all this we would not advocate a mechanical mode of teaching reading, on the contrary, such an one, even if not objectionable by reason of its working directly against the formal culture, is necessarily excluded in the preceding remarks. For the mechanical way is neither the shortest nor the surest, and most enduring. In arithmetical instruction, on the other hand, however great its material value, the formal preponderates.

Therefore this instruction in the common school, intensively and extensively, must be considered to extend far beyond the limit set by the material aim. Would it, for example, be allowable to limit all numerical operations to four or five places, because the pupil will never need to reckon with hundred thousands, &c. Would it be satisfactory to enable a pupil, in mental arithmetic, merely to solve readily such problems as might meet him on the market or in the counting-room? A ready reckoner would be surer and more time sparing. It is the formal element alone which gives to mental arithmetic the great value which causes it to take precedence of written work.—An example how both provinces, the material and the formal, may combine, is presented in that part of religious instruction which occupies itself with the contents of natural and revealed religion. Here the formal advancement is a special element of the material, since a mere historical knowledge of religious truths corresponds as little to the material as to the formal aim of such instruction. Rather will the material aim be more completely attained in proportion as the formal is promoted.

A GENTLE PROTEST.

FOR several months past I have read, with a degree of interest, the articles in the *Teacher* on "What is a Public School System?" One cannot but admire the manner in which general truths are stated in the introduction, giving reason to believe that the author had perfected, in his own mind, a system which offered a remedy for all the defects in our present management of schools, and, if adopted, would introduce us at once into an educational Paradise. We purpose to enquire whether the system proposed is calculated to satisfy the expectations thus raised, and whether it should be our aim to secure its adoption. We will not stop to discuss the question whether our present school system is really sick and requires a physician, or not. It is sufficient that Mr. Bengel so regards it, and has taken the patient under his charge, and prescribed for it, in little less than oracular phrase. Before assenting to his method of treatment, however, it may not be

amiss to feel the educational pulse awhile, and observe the symptoms of the patient, under the influence of his medicines. We do not question the privilege of the gentleman to pronounce *his* the only system worthy the name, and though it may seem to some a bold assumption on his part, still all, I trust, will recognize the right of a master builder to clear away the rubbish before erecting his own beautiful structure, and therefore we make no issue with him on *this* point, however much chagrin we may have felt on learning that our State, boasting of her schools, was so deficient in the matter of "system." Let us not, however, censure her too severely, for I vouch for it, had she known that the Delphic Temple was located at Ypsilanti, she would have consulted the Oracle long before.

We object to the system proposed by Mr. Bengel, on the ground that it is not in harmony with the principles of our institutions, and that it proposes to introduce into our country those odious distinctions of caste peculiar to the despotic governments of the old world. For these reasons we consider the ideas of the gentleman far better suited to the spirit of despotism than the freedom of our own land.

The necessity for graded schools, in order to secure the best results to pupils, is no longer a mooted question, and our State has not been a whit behind her sister States in securing the advantages of such schools, so that now the village of 1000 inhabitants, which has not its commodious school structure and a graded school, is regarded as wanting in proper enterprise and due concern for its best interests. In the face of these facts, no discussion as to the propriety of organizing graded schools, is called for. Our author, however, from profound respect, no doubt, for the wisdom, integrity and efficiency of the State, proposes to place the whole matter of school enterprises into its hands. Now we do not believe the people are wanting in proper respect for the State, but, in the matter of school enterprises, they regard the State simply as the legalizing agent, while they claim for themselves the right to locate and build their own school houses after the model which they may select, and of the size and material, and at the expense which their means will allow and their necessities may require. We are not as a people

very much noted for estimating the chances of success by the amount of State interference. To insure success, on the other hand, school enterprises like most other enterprises, should be left in the main to local management. Remove individual responsibility, and you cut off one of the main arteries which carry life and vigor to the institution. No truth is more widely acknowledged; it is one of the axioms on which the country has always acted in developing its vast resources. Why is it that Canada is so spiritless and inactive, while this side of the river is a tumult of industry and enterprise? Is it not possible that the studying of their government, and the understanding of its methods of interference, would give us a clue to the answer? It is hardly possible there for a poor fellow to keep a grocery successfully, unless he does it under the patronage of the "Governor General," or the Mayor at least. There, too, if I mistake not, Mr. Bengel may find his ideas very nearly embodied in their "Public School System." The State, there, has unlimited control, and no longer than a year ago the General Superintendent of Instruction issued the following orders; the first of which, virtually closing nine-tenths of the grammar schools in the Province, made it the condition of entrance to the schools that the student should study Greek and Latin; the second depriving all schools of their share of the public money which should, after a certain date, "use Morse's or any other American Geography." Now here we have State interference with a vengeance; and this is what Mr. B. proposes for our State. Am I mistaken? Let us read from his first article: "The *State* as bearer (?) and guardian of the public culture, must *divide*, *subdivide* and *grade* its schools, &c." I need not quote the whole of it. Its import is not difficult to understand, but I believe the sentiment will find no response in the popular heart. A beneficent government is all very well, but "unofficial energy and enterprise" are equally important and as often productive of desirable results. I have read of a country where the State assumes to enter private houses and "lead" the children to school. It puts its strong hand upon the child, and says, "for so many years you must stay in the place where I have placed you." Now we are not disposed to question the desirableness of having children in school for a

series of years, but we do protest most emphatically against bringing about this result through the agency of the official mace. It is against this feature in Mr. Bengel's system, that we urge our objections. If it becomes necessary, in order to have "a Public School System," that the State should be transformed into a Great Mogul for the sole management of that system, and that the people, in order to gain access to the school building, must first kiss the State's great toe, then let us pray the good Lord to deliver us from "a Public School System." The fact is, this "system" savors very strongly of a country of Nabobs and slaves, and I would suggest to this modern Æsculapius, if he intends to practice in this school of medicine, it will be necessary for him to use a little sugar coating in order to induce the people to swallow his pills. It may be said that in our deductions we go beyond the intention of the writer of the articles in question. It would certainly gratify us to be convinced of this fact, but we fear, before this can be done, many ugly passages must be explained away, such for instance as: "The mass of the people can never be brought to a level with the scholar." It may be perfectly proper to hold the State in so high respect, especially for those who live in the shadow of the throne, but this twaddle about the incapacity of the masses seems exceedingly ill-timed when we recall the fact that a large share of our most eminent men have come from the log cabins and machine shops of the country. The spirit that prompted the idea is of another civilization from ours, and can never flourish on the soil of free America. We would not, however, object to State support of our educational interests. We believe the State has done much already to further those interests, and can do still more, not by ignoring individual and local enterprise, but by a more generous appropriation of moneys for the purchase of libraries, apparatus, and the support of Teachers' classes in our Union Schools, and more especially by substituting a system of *County* supervision, for the feeble and inefficient one now existing. In such action we recognize the legitimate province of the State as a legalizing agent, answering the demands of the people. Give us, then, these things in generous measure, and we can dispense, for a time at least, with the refreshing shade of that marvelous tree,

from one branch of which Mr. Bengel proposes to *grow citizens*, and from the other "their leaders."

The second point in our examination is his classification. And here, too, the gentleman seems to be dreaming of the Fatherland. What propriety, let us ask, can there be in using terms to indicate a division of society, which has not and never can have any recognized existence in our country? He must certainly have forgotten that it is our boast that in deciding questions at issue, the ballot of the humblest is as potent as that of our Prime Minister. The establishment of schools for "leaders" seems to imply one of two things, either that a certain class is to be selected,—the gentleman does not tell us how,—to be "leaders" (officers), and therefore should have schools in which they may be instructed in the science of governing, and in the rules and etiquette of official life, like the children of royalty in the old world. If this be true, it becomes very desirable to know what conditions must be fulfilled to entitle one to enter this school. Is the distinction of classes to be based on property, intellect, or *blood?* To put the question in a more tangible form, allow us to ask, what was there in the circumstances of our lamented Lincoln's birth and early life that would have secured him the privileges of the leaders' school? Judging from the little light the gentleman has favored us with, we would incline to the belief that a school in which the science or art of running a flatboat on our rivers, or in which instruction in the best method of splitting rails was given, would embrace "that quantity and quality of knowledge" necessary to bring him up to "the requirements of the operative culture of his time." Supposing our first inference wrong, we are then driven to the conclusion that this school is designed for those who may have been elected to office, in order to secure for them proper preparation before entering upon the discharge of their official functions. Now we have no doubt that many will unite with Mr. Bengel in urging the propriety of sending our officers, some of them at least, to school. The representative of the Gettysburg Iron Works, for instance, might learn in such a school a lesson of political sagacity, in engineering through Congress a prohibitory tariff, and others like him might receive instruction equally valuable, but

there might be difficulty in securing their attendnnce, for, noted for their obstinacy, they might refuse to don again the round-about and tasseled cap, so that in the end this school might prove of doubtful utility. It may be well, therefore, not to become too enthusiastic over it until it has been tested by actual experiment.

In conclusion we would say, we have not crossed swords with Mr. Bengel for the mere sake of doing so, but his articles touch questions of vital importance to the well being of our country, and, differing with him, we have assumed simply what is the prerogative of every American, the right of dissent and discussion. Other points may receive attention hereafter.

Northville, Sept. 1866. W. M. O.

THE SEVEN LAWS OF TEACHING.—No. 1.

BY REV. JOHN M. GREGORY, LL. D.

I.

KNOW thoroughly and familiarly whatever you would teach.

II.

Get and keep the attention of your pupils, and excite their interest in the lesson.

III.

Use language which they thoroughly understand, and carefully explain the meaning of every new term you need to use.

IV.

Begin with what is already *known*, and proceed to the *unknown* by easy, natural steps, making each step thorough before taking the next.

V.

Excite the self-activities of the pupils, and tell them nothing which they can easily discover for themselves.

VI.

Require them to re-state correctly, and in their own language, whatever they have learned.

VII.

Review, review, review; carefully, thoroughly, repeatedly.

The foregoing statement of the laws of teaching has been given to thousands of the teachers of the public schools, and the laws themselves have been tested in thousands of school rooms. They comprehend all the leading conditions and principles essential to successful teaching. Nothing need be added to them; nothing can be safely taken away. Even their order cannot be wisely changed. No one who will thoroughly understand and faithfully follow them need fail in the great art of teaching, provided he will also maintain the good order in his class which these rules presuppose and imply.

They are as useful and important for the Sunday School as for the common school, since all communication of knowledge, whether sacred or scientific, must proceed on the same fundamental principles, and be governed by the same great natural laws. One can as easily walk safely without obeying the laws of gravity and motion, as teach without obeying these laws of communication. The walker may never have heard of the existence of the law of gravitation, and yet may know and obey it from experience. So the teacher may be ignorant of these laws of teaching, except as he has learned them by practice, and yet may successfully apply them. But neither the walker or teacher ever attains any success save as the fruit of strict obedience to great natural, invariable and irresistible laws.

To comprehend thoroughly these seven laws, we must note carefully the several parties and actions necessarily present in every full and perfect act of teaching. These are:

1st. A teacher or communicating party;

2d. A pupil or receiving party;

3d. A medium of communication;

4th. The material of communication, the unknown fact or truth to be learned;

5th. The reciprocal action of teaching and learning;

6th. The tests of success;

7th. The means of making this success permanent.

Our seven laws do but define and fix the proper attitude and relations of these several persons and things. This will appear

more clearly in the following discussion of the *meaning* and *philosophy* of these laws, and of the applications and common violations of them.

FIRST LAW.

Know thoroughly and familiarly whatever you would teach.

MEANING.—Knowledge has its degrees. It is of all grades, from the first dim and vague apprehensions of a fact or truth to the full, and familiar, and felt understanding of such fact or truth in all its causes and connections, its philosophy, and its power and beauty. We may know it so as to recognize it when another tells it; we may know it so as to recall it in thought and reflect upon it; we may know it so as to tell it in a general way to a friend; or we may know it so as to fully describe, demonstrate and illustrate it as a truth whose importance we feel, and whose grandeur or beauty inspires us. It is this last form of knowledge which our law demands.

PHILOSOPHY.—It is sufficiently evident that a man cannot communicate to another what he does not know himself, and the reason of the law may seem, therefore, too obvious for discussion. But there is a profounder philosophy in it than this. A truth which is only slightly or partially known, never reveals its profounder connections and beautiful analogies to other truths. The eye catches no fine resemblances, and the fancy finds no rich and ready similes for a fact only seen in dim outline or known in imperfect fragments. The power of illustration — that central power in the teacher's art—is the product of clear and familiar knowledge. But our philosophy goes still higher. Truth must be clearly understood before it can be profoundly felt. It must be fully approved by the intellect before it can be admitted to the familiar friendship of the heart. Only the profounder scholars in any science grow enthusiastic over its glories and grandeurs. It was Hugh Miller whose eloquent pen recorded the "Testimony of the Rocks." Kepler, the great astronomer, grew wild with delight at the glories of the stars, and few can tell with what an inexhaustible joy Agassiz studies the stony remains of the old dead fishes. Everywhere it is the faithful and successful student that loves his studies, and revels in the de-

lights of knowledge. He must ever remain a cold and lifeless teacher who only half knows the lessons he would teach; while he whose soul is fully possessed with great truths glows with contagious enthusiasm, and unconsciously infects his pupils with his own interest in his themes. "Almost thou persuadest me to be a Christian," said the half-kindled Agrippa, as Paul told in unstudied eloquence the story he so much loved. It is the very secret of eloquence both in the preacher and teacher — this earnest love of truths, grandly and vividly conceived.

And as knowledge, thus thoroughly and familiarly known, adds new power to the teacher, so it enables him to use to the best advantage all the faculties and power he already possesses. Instead of the hurry and worry of one who has to glean from the text book the meagre answers needed each successive moment, he is at home, on familiar ground, and can watch at ease the motions of his class, ready to interpret their first faint appre hendings of the truth, and to aid and inspire their struggling search by the skillful hint which flashes a half-revealing light into the too thick darkness.

Finally, ready and evident knowledge, exhibited by the teacher, awakens a needful confidence in the mind of the pupil. Children always object to being taught by one whom they have discovered to be ignorant or unready in their lessons. Nor is this all. Just as the great scholar creates interest in the science which clothes him with so much renown—just as the learning of Agassiz awakens in us a longing to know more of the Natural History which so absorbs his mind—so the ripe and radiant knowledge of the well prepared teacher of the Bible will enkindle in his class the active desire to know the truths which so interest him.

Such is the philosophy of the influence of the thoroughly learned lesson, and such the wide and generous meaning of this first great law of teaching. It may be regarded as simply and clearly defining the true and proper attitude of the first of the two parties always engaged in the act of teaching. It exhibits the teacher, the communicating party, standing over against his class, laden with knowledge, kindling with genuine enthusiasm, eager to instruct, and ready to comprehend his little disciples and lead them into loved and familiar fields.

The subordinate and practical rules arising out of this law are obvious and simple:

1st. Prepare each lesson by fresh study. Last year's knowledge is only a dim recollection now. Only fresh conceptions warm and strengthen us.

2d. Study the lesson till its truths and facts easily shape themselves into language. It is the word and not the idea that flows from the lips.

3d. Reflect on the lesson till it suggests likenesses, analogies, comparisons, which may help to explain and illustrate your ideas to other minds.

4th. A thorough study of a lesson should cause its truths to arrange themselves in some regular and systematic order, and reveal a hundred fine connections with other truths.

The violations of this first great law, requiring thorough and familiar knowledge of the lesson to be taught, are too many and too glaring to escape notice. The very ignorance of children encourages the teacher to be lax often in his preparation of his lesson, thinking that at any rate he will know much more of the passages than his pupils will, and counting, perhaps, that at worst his mistakes will pass unnoticed. Some even seem to think it is the children's work, and not theirs, to learn the lesson, and that with the aid of the book in hand they shall be able to ascertain clearly whether the children have done their duty. Others look slightly over the lesson and conclude that if they have not mastered its entire meaning, they have at least gathered enough to occupy the hour, knowing they can, if needful, eke it out with some random talk or story. Thus the great majority of teachers go to their work either wholly ignorant of the lesson or only partly prepared, and then, perchance, wonder that so little interest is felt in the Sunday School. Let this first great fundamental law be fully obeyed, or even as fully as the circumstances of our teachers permit, and we should impart an attractive power into our Sunday School rooms that would double at once their usefulness, and add an unborrowed and irresistible charm to their exercises.

We adjourn to another month the discussion of the remainder of these laws.—(*Sunday School Teacher.*)

SCHOOL DISCIPLINE.

BY S. S. BABCOCK.

WHILE the discipline of a school occupies so prominent a place in the programme of a teacher's duties, there is probably no duty that he prepares himself so little to perform.

Every teacher feels the absolute need of good order in successfully conducting a school, yet how few secure it, even in part.

I shall not attempt to prove that without it a school is almost worthless,—everything else being of the best,—for I believe that every teacher will admit it. We all know that parents cannot afford to pay instructors to permit their sons to become rowdies, or their daughters rude, boisterous "tom-boys."

Doubtless in your life you have visited many different schools. If so, you cannot have failed to have noticed the buzz and disorder of some, and the beautiful quiet of others.

The correct deportment of the pupils of the latter charmed quite as much as the disorder of the former disgusted you, and there is no reason on earth why every school in the country cannot be trained and governed by those laws that obtain in our best schools. Schools ought not to rank each other on the score of order, for every one should equal the best.

Very much talk, as well as paper and ink, has been wasted in trying to demonstrate what kind of rules should be employed in school government, but almost all who have attempted its discussion have fallen into the common error of mankind. They have been searching for a candle when they have held it in their hands.

Why is it that other rules should be necessary, save those that govern well bred people in their social intercourse?

What well bred young man or woman, boy or girl, would think of entering a sitting room or parlor and covering the floor with spittle? Is not the floor of a school room as good as either? What boy would deface his father's house or outhouses with knife or pencil marks? Is not the property of the district as valuable as private property? Again, what child is so ill-bred as to make a noise, either by whispering or stamping of feet, in

church? Are not the morning devotions of a school just as respectable and sincere? Nor is there a law requisite in school that has not its fellow in society, yet how few of them are enforced.

Doubtless some teacher will see this article, who will say it is wholly impossible to bring pupils into a state of mind so strongly inclined toward right-doing, that the moral tone of a school, as a unit, shall enforce the observance of every rule necessary to maintain good order, *without* the direct authority of the teacher. If such an one there be, let me assure him that I can cite him to schools in this State where the fact is demonstrated beyond dispute.

I hold it, therefore, to be an axiom, *that every school can be brought to such a perfect state of discipline that the pupils will feel their and the school's honor to be so closely united that a stain upon the one tarnishes the other, and consequently they will defend the one as soon as the other.*

I am aware that I put the case strongly; but I have experience and example to support it. It is time that more earnest attention be given to this matter. Of a teacher it is asked not, can he govern well? but, is his education sufficient? Is not the former quite as necessary as the latter? I answer, most emphatically, yes.

Let us then see how a school can best be governed. There are three classes of teachers, distinguished by their modes of government. The first of these believes it is impossible to govern a child without breaking a rod over its back, or breaking its back with a club. These are the descendants of that barbarous race of teachers who estimated their ability to teach according to the ease with which they could flog "big" boys, and charged accordingly,—one weighing two hundred pounds *avoirdupois* receiving the highest salary, and those falling below that figure receiving less in proportion. They have no more right in a school room than a pig has in a parlor.

The teachers forming the second class are dreamers, who speculate rather than reason, and who make rules for the government of children as they ought to be, not as they are. Believing that corporal punishment is degrading, they depend

solely upon *moral* force, generally losing all control of their school, or at least possessing but a negative power.

The third class, which embraces nearly all the energetic, intelligent teachers, unites the physical and moral forces, making one correct the other, thereby securing the greatest good.

It is evident that the first two classes of teachers fail for want of a wholesome plan, but through no lack of ability to enforce it, while the last class fail, not from an imperfect system, but by a faulty application of it. It is to this class the writer humbly addresses these lines.

The following are a few rules which, if fully carried out, will, I believe, invariably produce good order in the worst conducted school in the country.

'Tis an old maxim, but a glorious good one, that "Neatness comes next to Godliness," and I most sincerely believe it.

Every teacher should see to it that his school house and yard are in a perfectly clean and orderly condition. No pupil feels under obligation to be neat where he is surrounded by filth. Above all things, be neat in person and habits. That child does not live who ever did or ever will respect and honor a slouch. Before, therefore, you commence your schools, be sure that every nook and cranny is thoroughly cleaned; don't leave a single mouse hole unexplored. If your desks and seats are disfigured with knife marks, go to the nearest carpenter's shop and borrow a plane, with which in a little time you can make your desks as smooth as you like. When this is done, call in the Board of Officers, and I'll warrant them to see that all the wood work is painted. Look to your stoves, and should you, as is too apt to be the case, find them covered with rust, get some stove polish, and, with an old broom for a brush, give them a good polishing. Of course, where you have a janitor, a good deal of this can be got out of him, but some of it you must do, and unless you are more favored than most teachers, the brunt of the work will fall to you. If desks are loose, nail them down, or are your steps out of order, repair them.

Let no one say, this sounds well in theory but will not work. I know that is has worked, and well, too.

Having done all this, be ready at all times to greet your

assistants and pupils cheerfully, and your battle is half won. If you are a stranger in your school, be diligent to find what manner of people you are with, and learn all you can concerning all of the plans of your predecessor, and study carefully the temperament of your pupils. If you have been in the school some time, you ought to know this already. When you begin to bring your veto to bear upon evils, do not undertake too much at once. Do one thing at a time, and do it thoroughly.

A great many very excellent teachers in other respects fail in this because they undertake more than they can accomplish. Never issue an order or law until you are sure that you have time to see that it is obeyed. Then, too, in bringing a new regulation before your school, do not make it seem as if you were introducing it of your own choice alone, but that the interest of the school demands it. With a little ingenious labor you will have no difficulty in making your pupils feel that they aid in making the laws by which they are governed, and this will make them far more anxious to have them enforced.

Show them a beautiful, clean room, and ask them to aid in keeping it so. They will do it. True, you may have a graceless scamp who will spit on the floor. If he does, give him a cloth and make him clean it up; when he litters his seat with torn bits of paper, see that he picks them up. Take this course with him, and he will soon weary of the business.

In the movement of lines, should a pupil pass in a disorderly manner, have him go through the evolution alone, always remembering to preserve your good nature; for the moment you become angry your power is destroyed. By such simple remedies as these you will be able to correct nearly, if not all, the evils you find in your schools. Still, you stand the chance of meeting some incorrigible case that cannot be moved by any other logic except the rod. But never be in haste in using it. Remember it is the *dernier résort*, and should be appealed to only in extreme cases. When, however, you have become satisfied, after due deliberation, that it should be used, apply it, and make the dose such an one that the patient will not want repeated very soon. Be obeyed at all hazards.

Avoid one great fault of teachers, viz: that of repeating your rules. When you issue them be sure they are understood by all, and then say no more. A law oft repeated soon loses its terror. Never let the most trivial violation of rules pass unheeded. This is the only way by which you can make your pupils know that you mean just what you say.

Teachers are sometimes apt to overlook slight deviations in a pupil when they are weary, or perchance dislike for some reason to reprove the pupil at the time. This is a fatal evil and should never be indulged, for if the little evils are not looked after, large ones will soon work their way in. A teacher who does this sows the seeds of disorganization, which will produce a crop that shall cost many weary hours of heart-ache to harvest. 'Tis easy to kill the oak when a bud, but it dies hard when full grown. Strive to cultivate a spirit of trustworthiness in your pupils, and this you can do in no other way than by trusting them. A boy will not be honest unless he knows that you expect him to be so. A child takes more pride in being trusted than most people give it credit for. If you tell Peter you believe he is an honest boy, he will try to be one, but if you tell him he is a rogue, he will be very apt to convince you that your statement is true. True, in trusting all some may deceive you, but better be sometimes deceived than never have trusted.

The teacher must be what he would have the pupil become, and let him recollect that as he feels toward the pupil, just so will the pupil feel toward him.

Does he think John is the worst boy in school, and call him a young rascal, rest assured that John returns the dislike fourfold. A teacher cannot dislike a pupil ever so little but he shows it, and that pupil soon learns the fact, and as soon as he does the teacher's influence over him for good is gone.

I sometimes fear, my fellow-teachers, that we do not feel the responsibility of our situations so fully as we ought. God has great things to ask of us in the day of final reckoning, for has he not put the budding soul into our hands to train and develop, and shall he not require perfect fruit from us in return? Do we all do our duty as faithfully as we might? Are we as earnest as we ought to be? In short, do we strive as earnestly as we

should to fit ourselves, day by day, more fully to encounter these responsibilities, and discharge them successfully? How little of our work, when rightly considered, is found in simply giving instruction in the books.

ORIGINALITY vs. PLAGIARISM IN TEXTBOOKS, &c.

A CONTEMPLATION of the host of new textbooks, charts, maps, &c., which publishers, authors and agents are urging upon the attention of educators, may well arouse enquiry into the possibility of a sufficient amount of distinct originality existing in these works to warrant their issue. But if, in order to solve this question, the works in any one department are compared, an equally pressing question as to what constitutes originality, and what plagiarism, will arise. And teachers are in some sort morally bound to look into this matter, since their influence should be employed to promote the interests of the original author, and to expose the thefts of the plagiarist.

A textbook, aside from mere external peculiarities, may possess distinctive character in three ways: 1. its *matter* may be distinguished for quantity, quality or fitness; 2. the *classification* of this matter may be superior materially as presenting it in an order better fitted to express the peculiar nature of the science, or formally as better adapted to the receptive and appropriative powers of the pupil; 3. the modes of presenting and illustrating particular facts or laws may be marked by clearness, simplicity and force.

In regard to the first point it may be remarked that no work can claim originality in matter, unless its author has found by an examination of the *original sources* that previous writers have neglected important facts, or imperfectly or falsely presented

those which they *have* given. Nor should these features be limited in number, they must be present in such quantity as to give a marked character to the work. Anything short of this, unless there is superiority in other points, will render publication unjustifiable, and lay both author and publisher open to the charge of obtaining money under false pretences, and of injury to educational interests. For such a proceeding is selling old goods under a new name, and is unquestionably dishonest. There exists a well known house somewhat noted for reproducing old works of fiction under a new title, and the repeated issue of "new series" of a somewhat weak-kneed course of mathematics has become a by-word in the mouths of teachers. No writer has a right to offer a rehash of old textbooks as a new work. The sole condition which will justify the publication of a book undistinguished by other characteristics, is the one above mentioned —study of the original sources. If we think for one moment of the myriad Readers, Spellers, Geographies, &c., of which each is but the double of the other, we shall gain some conception of the extent to which this revamping business is carried. These books are written, or rather manufactured, by men who, being devoid of all conscience, work with equal readiness on any subject, and in the space of a few years pass from Grammar and Rhetoric through History and Natural Science, and perhaps crown their labors with a Course of Mathematics, based, indeed, upon the works of a man illustrious in his walk, but removing the dry-bones alone and letting the life and spirit escape in the process. A man cannot write intelligently on every subject under the sun, and should he attempt it, will inevitably make an exhibit of both his impudence and his ignorance. It might not be so injurious did these harpies confine their paste and scissors' work exclusively to works of equal worthlessness with their own. In such case we might hope that intelligent teachers would distinguish between the simulacram and the living being. But let a man of genius, a master of his subject, a conscientious, pains taking worker but give a hint or make the first issue of something really new and valuable, and before he can approach the completion of his work, the hungry jackalls are upon him. In

every direction will he find himself robbed of the results of hard labor and careful research, and what makes it more exasperating is that the pilferers are so consummately ignorant of that which they steal as to spoil it in the act. Since the issue of Prof. Guyot's maps, and the hints which he was necessarily obliged to give of the plan of his Geographical Series, how spasmodic have been the attempts of textbook makers and publishers to save the fortunes of their books. How unblushingly have they appropriated Prof. Guyot's results in both text and chart, and by a slight and mostly blundering introduction of the new spirit, attempted to procure for their bantlings a new lease of life. How tender they are of them, how pugnacious they become if they are touched, the readers of this journal do not need to be told.

Readers furnish another example of this lack of distinctive originality. All of equal grade present about the same amount of prose and verse of about the same general stamp. Whatever distinction may exist must be in method, and this more especially in the primary works. But what Primary Reader of the thirty or forty series now in existence has anything to recommend it, except the unsurpassed "First Reader" (word method) of J. R. Webb. Here indeed is originality combined with excellence, and yet we have reason to believe that Mr. Webb has reaped but little reward from it. We suspect that a certain book of this type with which some of the readers may be acquainted, is neither more nor less than a direct, unblushing appropriation of Mr. Webb's labors, and unless we are at fault, the maker has entirely mistaken the fundamental idea of the original.

Did space allow, it would not be unprofitable to extend these considerations to other departments. Few are aware how extensively the system of unacknowledged appropriation from European sources is carried on. Indeed, did the public but know these things, there would be an end to many a reputation which stands only by their ignorance.

Resident Editor's Department.

EDITORIAL ITEMS.

STATE TEACHERS' ASSOCIATION.

AS announced in our last issue, the next meeting of the Michigan State Teachers' Association will be held at Kalamazoo, on Wednesday, Thursday and Friday, December 26, 27 and 28, 1866. Full arrangements have not yet been made, but we are able to make the following announcements:—On Wednesday evening an address will be delivered by Rev. E. O. Haven, LL. D., President of Michigan University; and on Thursday evening an address by Rev. Geo. B. Jocelyn, President of Albion College. Prof. Bengel, of the Normal School, will read a paper on "The Co-education of the Sexes"; and Prof. Goodison on "Analysis and Synthesis." Other arrangements are now in progress, and full information will be given in circulars soon to be issued.

It is hoped that this meeting, in respect to attendance at least, will be worthy of the reputation our State enjoys abroad for educational enterprise. It is a fact which reflects no credit upon the persons concerned that many teachers who occupy prominent positions in our schools, are seldom or never seen at the annual meeting of this Association. It is not a matter of surprise that those who occupy subordinate positions, and who are teachers by accident rather than by profession, should not feel enough interest in such an occasion as to be in attendance; but it is a little singular that some who seem to have chosen teaching as a permanent employment, and who wish to be considered as standing at the head of their profession, never take this occasion to show their zeal in the cause they profess to serve. Such persons have probably reached a state in which advancement is no longer possible, or they have become indifferent to the wants of those who are struggling below them, and so withhold the light of their experience. But whatever may be the cause, the fact is an

unfortunate one, and is a discredit to all who are responsible for it. Last year there was not a single representative from our modern Athens at the meeting in Battle Creek. This year, at Kalamazoo, may there be representatives from every city and village in our State.

CHANGE IN PRINTERS.

This number of the *Teacher* was printed at the *Post* establishment in Detroit. The removal of the Editor to Ypsilanti made this change necessary, and the beautiful printing of this number is a sufficient evidence that the mechanical appearance of the *Teacher* will remain unimpaired. The issue of this number has been somewhat delayed in consequence of this change, but hereafter our ordinary promptness will be observed. It may not be amiss to say in this connection that the prospects of the *Teacher* grow brighter every month, and that, while its Editors have labored under many discouragements in the past, they are fully determined, with the blessing of God, to continue its publication during another year.

COMPLIMENTARY NOTICES.

We think it no more than just that our readers should know what some of our exchanges think of the *Teacher*, and we therefore insert the following:

Michigan Teacher, for September, Prof. Wm. H. Payne, A. M., resident editor, Ypsilanti, Mich. This journal is brimfull of intelligence, exactly adapted to teachers. While disparaging none, we think this journal rather takes the lead of educational journals in the West.— *Western Temperance Advocate.*

The *Michigan Teacher*, two numbers of which we have seen, is decidedly a live publication, and bids fair to eclipse other similar journals in the Northwest. Its contributors are among the very first educators in the country. It is the organ of the State Teachers' Association, and of the Department of Public Instruction. Wm. H. Payne, editor, Ypsilanti, Mich.—*Iowa Instructor.*

The *Michigan Teacher*, published at Ypsilanti, is a new exchange. The September number, besides its leading articles, is well filled with matter of local interest. We know of no journal that has anything like the same number of "personal items." The *Teacher* is in its first volume, and we certainly wish for it the most abundant success. We have no doubt its conductors will make it worthy of it.—*News and Educator.*

The September number of the *Michigan Teacher* is fully equal, we think, to any publication of its kind ever issued. The Resident Editor's Department is full of good matter. Educational items in Michigan, in the country and foreign, with book notices, go to make up a monthly which the teachers and citizens of this State could be justly proud of.—*Three Rivers Reporter.*

LITERARY INTELLIGENCE.

BOOK NOTICES.

APGAR'S GEOGRAPHICAL DRAWING BOOK. Philadelphia: J. B. Cowperthwait.

This work contains a full exposition of the nature and method of Mr. Apgar's system of map drawing by triangulation. The subject proper of the book is prefaced by a few paragraphs upon the true order of geographical study, the plan of which we propose to consider separately at some future time. On page 5 we have the necessary elementary geometrical conceptions, together with directions for constructing the triangulation of the countries. Although opposed on both theoretical and practical grounds to the geometrical constructive method of map drawing, we willingly admit that Mr. Apgar's mode of constructing his figures is at once readily comprehensible and easy of application. Were we to adopt any of the systems now before American teachers, we should have no hesitation in giving preference to either Mr. Apgar's or Mr. Cartée's. To decide between them would be difficult, for if Mr. Cartée's has the more simple figures,

Mr. Apgar's admit of more ready construction. On pages 6 and 7 are some examples of the mode of working out the details of the map. It is here we first make issue with our author. He adopts a system of symbols to represent the elevation of mountain chains, mountain peaks and plateaus. This symbolical method undoubtedly has its use in the maps of scientific works intended for individual study, but it is entirely out of place in a school map and, if possible, more so in a wall map. For here the aim should be to present at once a correct view of the general relief of the earth,—special details must be learned from the hand map by the aid of its shading, profiles, &c. So again with regard to Mr. Apgar's mode of representing the surface by coloring. He seems to have fallen into the error of supposing that color could be employed to represent both the general elevation and the topographical details of the surface. Hence he has three distinct colors for level, hilly or high land. Thus green would represent level land, i. e. topographical detail; so also with regard to the buff tint for hilly land; but the purple on the other hand represents high land, including the two orographic elements of mountain and plateau. Here then in two cases the color attempts to show both topographical character and elevation, but in the third restricts itself to elevation. Were we to interpret these maps on their own showing, we should believe all land up to the head of river navigation to be *level*,—a simplicity of surface configuration which it need scarcely be said has no existence in nature,—and all land between this and the high land regions to be *hilly*. Here is an evident confusion between the absolute height of single elevations limited in area and of masses. It is true that all single elevations below a given height are (though improperly) termed hills. We say improperly because, as Dr. Kriegk has conclusively shown, it is an error to base the distinction between mountain and hill upon height alone, but rather upon height and form combined. But to term all land below that height "hilly land," is unwarranted by any geographical authority. Certainly, a division of the whole "terrestrial surface" into "mountainous, hilly, and level sections" is anything but "in accordance with a logical and known nomenclature." Color can only represent the *elevation* of the surface

in broad masses, *conformation,—topographical detail* must be shown by appropriate drawing. On page 37 we find a statement of "disadvantages of using Parallels and Meridians in drawing maps," followed by another respecting the "advantages of using triangulation." As regards the use of parallels and meridians, our author makes the following assertions:

1. They do not aid the student to draw from memory; they necessitate the use of a copy even more than a blank page does;

2. They lead the attention to the comparatively unimportant minutiæ of the contour of the continent, while the general shape and prominent characteristic projections and indentations are entirely overlooked.

3. The relation between the coast-line of a continent and a system of these lines cannot be remembered.

4. The lines themselves cannot be constructed by the pupil without the use of instruments and at a great loss of time.

We will notice these statements in their order:

1. Experience proves exactly the contrary. In fact, pupils learn to draw maps from memory in *less time* by the aid of parallels and meridians than when geometrical construction is employed. Nor is it true that the presence of a copy is in any especial way joined to the use of these helps as distinguished from all others. Both these statements are in direct contradiction to the experience and practice of Von Sydow, Director of Geographical Studies in the Berlin War School, of Theodor von Liechtenstern, his predecessor, of the late Dr. Carl Vogel, of Otto Delitzsch, of the Leipsic Bürgerschule, Superintendent Wells of Chicago, and many others. Indeed, the first named gentleman has adopted the system which Mr. Apgar so emphatically condemns, in the place of one identical in character with Mr. Apgar's. It may further be added that similar testimony is at hand from well known and successful teachers in our own State.

2. This assertion may best be examined by a comparison of the aid furnished, and the features of contour rendered prominent by parallels and meridians on the one hand and by triangulation on the other. Let us select the map of Europe, certainly

one of the most irregular in contour, and supposably the least related to lines of latitude and longitude. Mr. Apgar's first line connects the mouth of Kara River with Folden Bay. The 70° parallel connects Vaigatch Strait with Varanger Fiord, and further W. with Altengard at the mouth of the Alten River. The coast line of N. Russia deviates about equally from either line, being, if anything, more accordant with the parallel. The latter, too, has the advantage in point of calling attention to the contour, since it is at Altengard that the Scandinavian coast takes a S.W. inclination. Folden Bay lies far below the origin of this change in direction, and is so unimportant a feature as not to be laid down on a very detailed special map of Scandinavia which lies before me, and is of note, solely as marking the boundary between the divisions Amt Nordre-Trondhjem and Nordlands Amt. It is, moreover, worthy of note that the position of Lapland is exactly given by the intersection of the 40° meridian with the Arctic circle, and the position of the Gulf of Bothnia very nearly by the junction of the latter with the 20° meridian. By passing from Folden Bay to Cape St. Vincent, Mr. Apgar's second line coincides well with the Norwegian coast, but for the remaining two-thirds of its length *crosses* rather than *follows* the lines of contour. The contour of the Norwegian coast would be as well if not better remembered by noting that from Tromsoe, near the intersection of the 70° parallel with the 20° meridian, it follows a direct S.W. line to the intersection of the 5° meridian with the 60° parallel, and this latter, in crossing the 10° meridian, gives the noteworthy cleaving of Scandinavia into two subordinate peninsulas; further east, near the 20° meridian, the position of Stockholm, and still further, on the 30° meridian, the head of the Gulf of Finland. A glance at the map will convince any one how much better the position of the British Isles is given by the parallels and meridians, and how much better the latter coincide with the contour of W. France and Spain. The third line, from Cape St. Vincent to Cape Apsheron, fairly intersects every contour line and does not, by any means, give such good points as the intersection of the 40° parallel with the various meridians, e. g. the Gulf of Valencia, Sardinia Isle, Straits of Otranto, Dardanelles, S. coast of the Black Sea, Cape Apsheron. Thus there

is nothing attained by Mr. Apgar's lines, which is not as well and in many instances better done by the parallels and meridians.

3. The disproof of the second assertion would include the disproof of this, and an enquiry into the experience of our own and others' pupils fails to substantiate Mr. Apgar's statement.

4. It has not proved any more difficult in practice to draw the parallels and meridians with or without the aid of instruments than it is to construct figures. Both are done best with, but easily enough without instruments.

In conclusion it may be remarked that, in drawing State maps, Mr. Apgar virtually abandons his system. He adopts measurements, and surely, either miles or degrees may form their basis. The superior advantages of geometrical figures, whether triangles or not, are thus shown to have no foundation in fact. It remains only to point out that in quoting Carl Ritter as advocating such a method, Mr. Apgar misapprehends his meaning. It does not follow that, because such figures serve to promote the apprehension of geographical forms, they are of necessity valuable in representing them. Waiving this, however, we will simply state that Ritter has in various places pointed out that neither one figure nor set of figures will serve this purpose, and that, moreover, he requires them to express *geographical relations*, not lines of contour only. Our author will be convinced how entirely he has mistaken Ritter, by reading the note on page 67 of his "Vorlesungen über Europa." It is always rash to claim the support of a great name from a limited knowledge of his works.

CATALOGUE OF CASTS OF FOSSILS. (From the principal Museums of Europe and America, with short Descriptions and Illustrations.) *By Henry A. Ward, A. M., F. G. S.* Rochester, N. Y., 1866. pp. 228. 75 cents.

The author of this valuable catalogue is Professor of Natural Sciences in the University of Rochester, and has been engaged for the past six years in an effort to give completeness to the Palæontological Cabinet of this institution. In former numbers of this journal, in speaking of methods in teaching chemistry, reference was made to Geology as a science in which a normal

method was particularly necessary, but where such a method was practicable only to a limited extent. Certain phenomena can be observed only in particular places, and he who would study this science empirically must carry on his researches on all quarters of the earth's surface. This is especially true in Palæontology. A single perfect fossil is frequently the sole representative of its class, so that any one Cabinet must be deficient in most of its departments. To remedy these defects, Mr. Ward has taken *plaster casts* of 1200 of the most valuable fossils, from the Mastadon and Mammoth to the minutest forms of animal life. In appearance, these casts are almost perfect representatives of the originals, and for all purposes of study are just as good as the fossils themselves; while the prices at which they are sold are so reasonable that they are within the reach of most institutions of learning.

This Catalogue is beautifully printed, abounds in fine illustrations, and is in itself a work of permanent value. Its price is very low, and all our readers who are at all interested in the study of Geology will do well to buy it.

SCHOOL HISTORY OF THE UNITED STATES. *By A. B. Berard.* Philadelphia: H. Cowperthwait & Co., 1865. pp. 303.

We have been acquainted with former editions of this work for a considerable time, and have formed a very favorable opinion of it. The matter is well selected and well arranged; and as a book for use in our common schools, and in the intermediate and grammar departments of our Union schools, we do not know of a better.

ANNUAL REPORT OF THE PUBLIC SCHOOLS OF MARSHALL, MICHIGAN. 1866. pp. 23.

The schools of Mashall have been making fine progress under the supervision of Mr. Banfield; and if the timely suggestions contained in this report shall be heeded, they will soon rank among the very first in our State. In speaking of "Wants," Mr. Banfield mentions the following: A central school building, attractive in appearance, and adapted to the wants of the public; an expenditure of $500 for philosophical and chemical apparatus,

collections of minerals, plants, &c.; a selection of books for the Teachers' Library. The entire enrollment for the year, ending June 29, 1866, was 784; the average attendance, 422; time lost in tardiness, 11,743 days.

EDUCATIONAL INTELLIGENCE.

MATTERS AT HOME.

MARSHALL.

The friends of progress in this city won a signal victory at the School Meeting on Monday evening, counting their gains in the adoption of the report of the School Board, which recommended a tax of $30,000 for the erection of a new School House. This action was sharply contested, but was triumphantly voted through by a fair and square division. The opposition at first inaugurated a discreditable system of tactics, and attempted to run riot with the meeting, but a prompt reminder to some of the turbulent of the existence of a certain statute relative to public meetings, and the appearance of two or three officers in their midst, had a most salutary effect upon the evil-disposed, and from that time on the meeting was conducted with the decorum usual in public assemblies. It was unfortunate for the highly respectable and conservative class who are on the record for opposing the School House, that their opposition took just this shape, and that the character of their manifestations rendered an appeal to force necessary in order to discuss the question fairly, as is the privilege of freeholders in council assembled.

The meeting was called to order by the Moderator, Mr. Dibble, who rehearsed the action of the previous meetings, and stated the business of this evening, which was to receive and act upon the report of the School Board, in regard to the erection of a new Union School Building.

The report was presented by Mr. Hughes. It relates that the present building is unsafe—so much so that it would not bear

remodeling to any extent; and is insufficient to accommodate the pupils who come here to be taught. The Board find, upon a careful estimate, that for $30,000 can be erected a School House capable of seating 600 pupils, and they, therefore, as the initiation of such a building, recommend the adoption of the following resolution:

Resolved—That this District erect a School Building to be used in place of the present Central Building, to accommodate at least six hundred pupils, and that there be raised for that purpose the present year the sum of ten thousand dollars by tax in addition to the taxes already voted, and that the Board of Trustees be, and they are hereby instructed, to take measures for the commencement of such a building as early as 1867.—*Statesman.*

DETROIT.

TEACHERS' INSTITUTE.—The first regular fall session of the Detroit Teachers' Institute was held in the High School on Saturday afternoon, Superintendent Doty occupying the chair. The Secretary having resigned, the society elected Mr. L. Potter, of the Barstow School, to that office. There was a larger attendance of teachers than usual, and a rich treat was afforded those in attendance by a scholarly and elegant paper, entitled "An Important Aim," read to the association by the Superintendent. A main idea was the necessity and benefit of joyousness in all the walks of life, and the utter absurdity of the morose bewailings which pervade the literature of the day, and which are constantly growing among mankind—the idea that life is one continual grief, and that this grief must be fondled and petted until the extent of its influence overshadows every other. The paper was written in the lecturer's usual style, racy, learned and exceedingly interesting.—*Advertiser and Tribune.*

DEATH OF AN OLD TEACHER.—Miss Mary B. Noble, one of the oldest and most efficient teachers of our puplic schools, died very suddenly, of apoplexy, on Saturday afternoon. She was apparently in good health at breakfast time, but was soon after stricken with the fatal disease, and died in about four hours. She had been a teacher in the primary department of our schools for about fourteen years.—*Advertiser and Tribune.*

JACKSON.

The new Union School House in the 3d Ward is so nearly completed, that the grammar department opened yesterday, under the superintendence of Prof. May. It is a fine building, almost rivaling the Central School House on Main street. On the ground floor are two convenient assembly rooms, with wardrobes and class-rooms, while on the second is a room occupying the whole area, well lighted, and every way the pleasantest school-room in the city. A tasteful tower adorns the building, which has been erected at a cost of about $10,000.—*Jackson Citizen.*

Ground has been broken for the new Female Seminary about to be erected by the Episcopal Church of this State. The proposed site is on Mr. Shoemaker's farm on the Spring Arbor road, about a quarter of a mile beyond the present city limits. The citizens give the land together with $10,000 in consideration of having it located here. It is proposed to erect adequate buildings and secure a permanent endowment.

BUCHANAN.

At an adjourned school meeting on Monday evening a beautiful and very pleasant piece of ground of about six acres, in the western portion of our village, was selected as the site for a new school house, and the initiatory steps taken for the erection thereon of a magnificent structure worth between $25,000 and $30,000.

BRIGHTON.

The school district in this village has been changed to a grade school, and $10,000 voted to be raised for the purpose of building a Union School House.

Mr. E. N. Lathers, late graduate of the Normal School, is teaching at Clarkson.

Mr. Jesse McIntire, late of Lansing, has gone to Michigan City and taken charge of the school there.

ADRIAN.

A few days ago, one of the most highly respected teachers of this city was arrested for whipping an ugly boy. The case was tried by a jury, who brought in a verdict for the defendant without leaving their seats.

MATTERS ABROAD.

AMERICAN.

— The Yale *Banner* for the new college year is out. Its catalogue of students shows 686 members of the college, of whom there are 27 theological students, 23 law, 31 medical, 113 scientific; 100 seniors, 117 juniors, 126 sophomores and 149 freshmen. The Lionian Society has 249 members, and the Brothers in Unity 243.

— The faculty of Yale college are getting severe. They have passed a law that students shall no longer be allowed to sit on the fence on the corner of College and Chapel streets, or to collect on the said corner in a crowd of more than three persons.

— Henry Wells, President of the American Express Company, is building a Female Seminary at Aurora, Cayuga county, N. Y., which he proposes to fit out with apparatus, library, gymnasiums, etc., complete. The structure will cost $100,000, and the outfit $50,000.

— The average daily attendance at the Chicago public schools is 13,568, and there are about 5,259 children in that city who attend no school whatever. The value of the public school buildings and grounds is $748,285.

— At the recent session of the United States convention of Universalists at Galesburg, Ill., $12,000 was raised for the endowment of Lombard University.

— The Oriental tongue in Yale College—Ay Tung, a Japanese gentleman who has just entered that institution as a student.

— The memorial which Amherst College is to erect to her alumni and students who fell in the war, is to be a group of bronze statuary, to cost $25,000.

— Instrumental music is to be made a regular study in the Camden, N. J., public schools.

— There are 24 males and 206 females employed as teachers in the common schools of New Orleans.

FOREIGN.

— A correspondent of the Cincinnati *Commercial*, writing from Heidelberg, Germany, says: "Those who are familiar with American colleges would be surprised at seeing the mean buildings of this great historic university. There is, indeed, but one building, and that is by no means an immense one. Out of the thirty odd colleges in Ohio, very few, I suppose, have such cheap buildings in proportion to the number of their students. And I am not quite sure but we might learn a lesson from the Germans in this respect. Our first thought, when a new college is talked of, is a grand building for boarding house and dormitories. After that commonly comes the idea of lecture rooms and libraries; and last of all, we think of the professors and the endowment necessary for their support. Why not some time make the experiment of the reverse process? First get your teachers, and secure for them an ample support. Next, give these teachers every facility needed for the work of instruction, lecture rooms, apparatus, observatories, etc. And then, if the boarding and sleeping arrangement has not come about of itself, look after it as circumstances may require. These German universities are not boarding houses. Their managers may profess to know many things, but they do not profess to 'know how to keep a hotel.'"

CONCERNING BOOKS, PERIODICALS AND AUTHORS.

— An article in a recent number of the *Galaxy* mentions, as amusing coincidences of words, that Adam was "snaked" out of the Garden of Eden; that Queen Mab's chariot drawn by gnats was the first instance of a "gnatty turn out;" that when Saul visited the witch of Endor she "raised Sam;" that George IV. reigned as long as he could reign, and then he "mizzled;" that spring is the best time to whip little boys because it's "lambing" time; that the languge of the rose in June is, "Well, I'm blow-

ed;" of the asparagus in July, "Cut and come again;" of peas in August, "Shell out;" of the apple tree in September, "Go it, my pippins."

— A Boston house has just published a treatise on "The Authorship of Shakspeare," by Judge Nathaniel Holmes, of Missouri. The frontispiece of the volume is a portrait of Sir Francis Bacon, to whom Mr. Holmes attributes the authorship of "the dramas known as Shakspeare's."

— Prof. L. Youmans is still in London, engaged upon his new work, a companion book to the "Correlation of Forces." It will be entitled "The Educational Demands of the Present Age." The Professor expects to return to this country the last of this month.

— Messrs. Brewer & Tileston, of Boston, announce an elegant revised edition of "Worcester's Quarto Dictionary," embellished with a fine steel portrait of Dr. Worcester, and a biographical sketch by Mr. Hillard.

— Archbishop Whately's biography is being written by his daughter, and will be published during the coming winter.

— The current number of the London *Society* contains a portrait of George Peabody and a poem celebrating his munificence.

— A Boston reviewer is severe on "Griffith Gaunt." He says: "It might have been written in the latitude of Salt Lake City by a Mormon elder of a literary turn, with a seraglio of 50 concubines to furnish him inspiration."

— The Sandwich Island Legislature has voted $1000 to Judge Andrews, to aid him in preparing a history of Kamehameha the Great and his times, including the battles and exploits of the old hero. The *Pacific Commercial Advertiser* says that it is the compiler's intention to visit the various battle-grounds with natives qualified to explain the traditions and incidents referring to war scenes.

— Messrs. Ivison, Phinney, Blakeman & Co. have just published a useful little manual, expounding the principles of drawing from objects. It is prepared by Prof. John Goodison, Instructor in drawing and geography in the Michigan State Normal School, and is specially designed for the use of teachers and pupils in the common schools.

SCIENTIFIC ITEMS.

— Professor A. Wood, with a party of gentleman, lately ascended Mount Hood, in Oregon, a peak made somewhat familiar at the East by Bierstadt's picture. The Professor's report would seem to establish the fact that Mount Hood is really a volcano, and that it is the highest mountain in the United States, being 17,600 feet.

— Professor Ferguson, of the National Observatory at Washington, is making extensive preparations to take scientific observations of the meteoric display which is expected about the middle of November.

— Prof. Worthern, State Geologist of Illinois, in his report just published of the geological survey of that State, indorses the assertion of Lyell, that this country has been inhabited by men for at least 100,000 years.

— Compressed peat, by a late patent, is destined to prove a rival of hard india-rubber in the manufacture of picture frames and other small articles.

— If a continuous solid iron rail were laid from Detroit to Chicago, no amount of force applied at one end could move the other in less than two minutes, that being the time required for mechanical force to travel in iron that distance.

— The metric system of weights and measures has been established by law in the Sandwich Islands.

THE

MICHIGAN TEACHER.

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CONTRIBUTIONS TO GEOGRAPHICAL METHODOLOGY.

2. IS GEOGRAPHY A SCIENCE?

(Continued from June Number.)

AFTER what has been said above, it needs no extended statement to show that for Geography this ruling idea, this co-ordinating principle, is furnished by the concept of the earth's individuality. To the expression of this concept in its general outlines, and its special details, all geographical labors tend. All the researches of scientific expeditions, their measurements of heights, determinations of position, enquiries into the climatic, organic and ethnographic peculiarities of the terrestrial spaces, are but so many attempts to determine more minutely the specific features which constitute their individuality. This concept of the earth as a "progressively developing telluric-kosmic individuality" is owing, we need scarcely say, to the illustrious Carl Ritter. He it was who made it the basis of geographical science, no dead abstraction, but a living principle by virtue of which the wealth of previously accumulated material assumed value and significance, and surface configuration, organic nature and men were combined into a complete, clear, true and comprehensive picture of the earth and its divisions.

Nor does this guiding idea fail us when we pass from the study of the terrestrial organism itself to that of its parts. Here, also, whether we contemplate an ocean like the Pacific, or a continent like Asia, a sea like the Mediterranean, or a peninsula like the Iberian, the margin of a highland, or the lowland region at its foot,—the end before us is a vivid, comprehensive union of its

forms and phenomena in a definite, distinctive picture,—in brief, the expression of its individuality. And this is true alike of the earth itself, its greatest continent, or its smallest island. But these special individualities must not be viewed as isolated, but in mutual relation to each other, and to the greater organism of which they are members. Thus studied our science gains unity, harmony and comprehensiveness.

It will hardly be denied that from this point of view Geography may justly claim the title of "science." If this claim is not allowed, if it is held that Geography is not a science, the title must be alike refused to Botany, Zoology, Geology. Of course, the word "science" is not here used in its narrower sense as a body of deductions from established data, but in the wider signification adopted when speaking of the "Science of Zoology," &c. But this deductive character is not by any means wanting to Geography,—in fact, it possesses in this respect a superiority to those above named. Not a few of the more recent geographical investigations have been undertaken to test the truth of conclusions reached by previous deduction. And hence the power of *prevision*,—held by Comte as the distinguishing mark of science,—is a characteristic of Geography.

The connection which exists among the phenomena constituting the subject matter of Geography, is not, as is often asserted, mere juxtaposition in space. These phenomena are grouped together on the principle of resemblance, and the groups thus formed are related to each other as cause to effect. The idea of locality is a fundamental one,—the geographer must never lose sight of it,—but it is not exhaustive. In attempting to disprove the scientific character of Geography, reasoning like the following is not unfrequently employed: *Paris is on the Seine, is a geographical fact,—it indicates the position of one object in relation to another. The boy's hat is on the peg, is a statement embodying the same relation. If one is a scientific fact so is the other.* A parallel example may serve to partially confute this argument: *The length of this bird is ten inches. The length of this shoe is eight inches. If one is a scientific fact so is the other.* The scientific character of the first cannot be denied, it may have an important bearing on the determination of the species, &c.; the

second is unquestionably non-scientific. Where then lies the fallacy? Simply in the assumption that the position of Paris on the Seine exhausted the significance of the geographical fact. This led to its comparison with another fact,—the position of the hat,—in which nothing was contained save the fact of position, of locality. The superficial denotation of both is alone considered, while the connotation of the first,—all that may be implied by the position of Paris,—is altogether ignored. The same defect lies in the argument based on the length of the bird and of the shoe. In both reasonings a relation of equality is argued between facts essentially unequal.

Thus then we find that the phenomena of Geography are coordinated by a uniform, scientific concept; that they are grouped on a recognized scientific basis; that the various groups stand in a casual relation; that many of its phenomena are deductively determined, (a number which must increase with the advance of knowledge); and, finally, that there results from this last a power of prevision, the ultimate aim of scientific labors. We submit that a body of knowledge possessing these characteristics is most assuredly a "SCIENCE."

It may not be amiss to strengthen these arguments by the testimony of some of the eminent thinkers who have written upon the subject. Lisch defines Geography as "the science of the position, formation, &c., of the earth in relation to man and his highest interests." Stange: "Geography is not merely a presentation of the spacial relations and the forms under which the surface of the earth appears, but it traverses also the regions and grades of life on the same, and developes the conditions on which their existence and peculiar form depend. It considers it as its most special work to lead the student himself to recognize through the association and combination of the facts the close relation of the earth and the life which it supports, of man and the nature which surrounds him." Fröbel: "Geography, in the widest sense, is the science of the phenomena of the earth, in so far as they constitute it by their union in space,—a cosmographic monography." Finally, in the words of the great master, Ritter, we have Geography defined as "the science of our planet in its members, properties and special relations as an independent

planetary terrestrial whole, in relation to nature, to man, and to God, his creator;" and it aims to be "the investigation and knowledge of the earth in itself as an independent whole."

In closing, I would call attention to an important conclusion resulting from these considerations. Geography being a science, whatever the grade of the pupils we may be teaching, we must teach them the whole science. If we do not we lose sight of the relations and connection of its phenomena. The only differences which can allowably subsist between the different grades, must be pedagogical, and concern either the quantity of the matter communicated or the mode of its presentation. *To teach one group of geographical facts, (the so-called Local Geography,) to pupils in one grade, and another group, (the so-called Physical Geography,) to those of a more advanced grade, is absurd and unphilosophical,—an offence against both Geography and Pedagogy.* And it is a necessary corollary that *only those aids to instruction (textbooks and maps) can be of service which present the various geographical phenomena in their proper relations of co-existence and succession.*

YPSILANTI, Nov. 1866. J. G.

REPLY TO "A GENTLE PROTEST" BY MR., OR MRS., OR MISS, W. M. O., OF NORTHVILLE.

"A noble exchange of thoughts is the life of truth."

MOST sincerely believing in this principle, we cannot feel otherwise than highly gratified at the fact that our thoughts about "What is a Public School System?" have excited some other thoughts in regard to the same subject. We, the public and the truth, can only gain by such a contest, either, firstly, by finding our arguments *confirmed*, or, secondly, by having them *proved* to be *wrong*. In the first case we gain *strength*, in the second we gain *purification of ideas*. Both gains are indeed very desirable. But,—we just happen to think,—there is a third case possible, namely: a certain opponent may be filled

with such a degree of prejudice, (always the offspring of ignorance,) that he entirely fails to see the point of the argument. In this case, of course, he neither *confirms* nor *corrects*, and truth gains nothing by it.

As to the mere *form* of the "Gentle Protest," we make no issue with W. M. O. The *form* of a thing is a matter of taste, and this is in strict ratio with anybody's culture.

Noble opponents often convince by using a kind, friendly, respectful, but always strictly logical form. If they fail to convince, they use perhaps more plain illustrations in favor of their arguments, but show always due respect to their adversaries' opinions. Only in cases in which their adversary gives clear evidence of wilful blindness, of maliciousness, they use, and properly too, as a last resource, the weapon of ridicule. Some opponents show indeed a very bad taste by attacking their adversaries the *very first time* with the weapon of ridicule, even if they have not a single sound, logical argument in their support, but simply the inspirations of a contemptible prejudice. We leave it to the kind readers of the *Michigan Teacher* to decide what form W. M. O. has used for the "Gentle Protest," and proceed to the *contents* of that form.

The following facts will cover the whole ground:

1. We did not say, nor did we intend to say, one word in order to criticize the Michigan, or any school system, in any of the articles which had appeared at the time when the "Gentle Protest" was written. And we believe yet that we had a right to say what was our opinion. All deductions which are made in the "Gentle Protest" relative to the sickness of the Michigan school system, are the genuine inventions of W. M. O.

2. We did not say, nor did we intend to say, that our school system "is the only system worthy the name." We did say, and intended to say, what a school system must be according to the general definition of the word "system." Will W. M. O. please read Webster's definition of that term on page 1345 No. 1? We will not ridicule W. M. O., but will use an illustration for his understanding. If, for instance, a singing teacher says: "A major scale is a succession of eight tones, so arranged that the

semi-tones occur between 3 and 4 and between 7 and 8, and all the rest are whole tones," and makes afterwards the remark: "Only such an arrangement deserves the name of a major scale," we do not think this "a bold assumption" on his part at all.

3. We believe yet that a school system which gives every body an equal chance to become educated either as a mechanic, or a farmer, a doctor or a lawyer, or a day laborer, etc., just as anybody may choose, is in strict harmony with our free institutions.

4. W. M. O. speaks of "odious distinctions of caste;" we did not, nor do we, intend to make or to introduce any such thing. We simply said, and say so yet, that in every State organization there are citizens who (of course, by their own choice and abilities) strive to get a certain amount of education. Some become farmers, others mechanics, others doctors, others lawyers, etc., etc. And as all these vocations are legally recognized, and are, in fact, in existence in every State organization before a school system is made, no matter what its form of government may be, it simply becomes the duty of the State, by forming a public school system, to so arrange it that every one of those vocations has an equal chance to become educated. We shall continue to believe so, until W. M. O. mentions to us a State in the universe which is composed only of doctors or ministers, or only of day laborers or mechanics. The doctrine that all men by birth are free and equal, has nothing to do with this question.

5. We believe yet, that the State is, (without any interrogation point,) the bearer and guardian of public culture. But we are not particular at all about who? makes the proper divisions and subdivisions in a public school system, if they only are properly made.

6. The "Gentle Protest" says: "The fact is, this 'system' savors very strongly of a country of Nabobs and slaves." Supposing it does. It is not your business to enquire where a certain principle was originated. Your business, if you mean to be a respectable opponent at all, is simply to prove that the principle in question is right or wrong. If you cannot do this, silence would become you.

7. We cannot, and will not explain away such passages as these: "The mass of the people can never be brought to a level with the scholar;" because we do believe that W. M. O. and we ourselves and others, cannot be brought on a level with Professor Agassiz in natural sciences, simply because we devote our time to something else, etc. About "the incapacity of the masses" we did not say one single word. And we accuse here the anonymous writer of the "Gentle Protest" of having made a maliciously false statement in order to excite the passions of the masses in his favor. This we call unfair, in the strictest sense of the word. Not less unfair are the constant allusions to "another civilization," to "dreams of the fatherland," etc., because they are nothing else but unworthy speculations upon the prejudices of some uninformed ones. The true scholar will accept truth joyfully, no matter where it comes from; he will expose errors likewise, no matter where they come from. But he would consider it below his dignity to resort to such foul speculations.

8. We do not deny the fact that a large share of our most eminent men have come from the log cabins and machine shops. But W. M. O. seems to forget that they became great in spite of, not in consequence of disadvantageous circumstances. A certain drunkard may reach old age in spite of his drinking, but not in consequence of it.

9. We cannot find another argument in the "Gentle Protest" worthy of notice. To such arguments as "the Delphic temple at Ypsilanti," "the oracle," "this modern Æsculapius," etc. we simply do not reply, as we can see no strength in them. But one thing we must say before we close, namely: The last sentence in the "Gentle Protest" reads as follows: "Other points may receive attention hereafter." This is just what we wish. But we should be very much obliged to W. M. O. if the arguments used were free from prejudice, were written in a form showing at once a warm love for truth, and nothing else. Otherwise, we most firmly decline to reply to them.

Ypsilanti, Nov. 1866. J. BENGEL.

STERN TEACHERS.

BY M. A. RICE.

DON'T you remember your first teacher, and was not his name Smith, and was he not wholly unlike any other one of the genus that you have ever met? There was lean Mr. Smith, the clergyman, whose white neck-tie caused you to hide in out-of-the-way corners, or behind your mother's chair, whence you might steal occasional glimpses of that ghostly ornament; he, too, was a curious man, yet quite different from the schoolmaster, for when he succeeded in making you his captive, if he ever did, he would smoothe your elfin locks with his thin, white hand very tenderly, and say that he hoped you would grow to be a good and happy man some day.

But the schoolmaster grasped you roughly, shook you soundly, and perchance ferruled you for quietly secreting a bunch of burrs under the neck of Bessie Bell's apron. You remember how he looked then, of course you do, and have never asked him for his photograph. He, Mr. Smith, the master, was almost always cold and stern, and you used to wonder why he was so, but upon that eventful day, the first and perhaps the last that he ever punished you, you thought no more of the pain than a man in a trance, your worst punishment being the awful vision before you. The master, always tall, grew taller, always heavy shouldered, seemed now like Hercules; and to your wonderfully mesmerised faculties expanded *ad infintum* until he loomed up a palpable monster.

You remember perhaps stupid little Jacob, and how that winter he grew almost idiotic, he did not thrive under the cramming and boxing as well as you, being of a weaker nature and having an odd propensity for kissing.

You remember that shortly after your queer hallucination the "Board" raised the master's salary, and you concluded that they endorsed his severity, and hence, that all genuine teachers were awfully cross. And when you grew up you never could be persuaded to teach; you did not wish to become a bugbear, and embitter the hours of helpless childhood,—anything sooner. You

believed that the teacher must necessarily be severe and repulsive, an anomaly, rejecting all the sweetness of life, absorbing and ejecting only the bitter, and that he is to society what boneset is to the stomach.

And I am wondering this beautiful autumn morning if you did well thus to forsake your juniors, selfishly to enjoy that culture which you so grandly perfected under the rod. Did it not rather remain for you to show them that the look and spirit of command requisite in the teacher, is most powerful when exercised by a gentleman?

We need strong men to curb the waywardness of ungoverned children who are daily entering from ill-regulated families, and loving men to lift them up into a higher moral life; and although Latin and Greek must needs be learned under the eye of a task master, and rigid muscles must hold the rein over "Young America," still the truest teachers are most truly human, and the best culture is attained with masters who have a heart as well as a head.

Now God has sent many teachers into the world beside the schoolmaster, very severe, perchance, and seemingly cruel, that either bend or break some, while perfecting others; and were it not that he sends very gentle ones occasionally, life would be intolerable to mediocrity.

Sometimes adversity, with her cold, half averted face, takes the poor man's children in charge, and a stern, rugged nurse she is. What coarse diet she prepares, bringing more roses to the healthy, but only loathing to the puny child! How she drives them out upon the grass sparkling with the frost rime; and how she expands their tiny feet and hands in some grotesque humor, superseding frolicsome dimples by the stamp of early labor. She shuts them out from the parlor and conservatory, but in consequence they run out into the forests, where the fresh blossoms lift their sweet lips and tell the little ones a story of mystery and beauty. They discover the hidden virtues of woods and roots and berries, and live one grand holiday with the swift-flying clouds, gurgling waters and whispering trees;—nature unfolds to them her secrets, and her colorings shall hereafter tint their purest fancies.

But Adversity lacks discrimination, treating the strong and weak, the cheerful and sad, in the same manner,—so the strong become mighty, the gay proof against trouble, but the sad child becomes shy, awkward and unlucky, and the delicate little one sleeps under the new snow.

Never is Adversity more cruel than to a young man who proposes to himself a life of letters. He is full of hope, scorns impossibilities, and stakes all on his venture. But literary success implies "learned leisure," and learned leisure presupposes wealth, and here Adversity, grim and gaunt, throws him an empty purse, and his own metal will be tested in his sinking down discouraged, or lowering his aims, or by one long grand struggle to success. In some freak she condemns one to *solitude*, denying him the school and university, books and the help of learned men; and he goes and makes to himself friends of mountains and forests. And the beautiful spirit of liberty whom he meets there makes him a hero like Tell, or the "wee lipped crimson flower" inspires him to become a poet, like the immortal Robert Burns,—culture does take away the original flavor of mind, and the want of it is more than compensated, sometimes, by the richness of individuality.

A more certain drawback does she give him in the shape of too much uncongenial company, a chattering room-mate, perchance, whose gibberish scares away his best thoughts which might have won for him fame.

There is nothing more stirring in the annals of chivalry than the skill and adroitness with which some youths grapple with this harsh monitress. How they cast aside the cold and hunger, the delay and scorn which she deals out as though upsetting "Pandora's box" upon them, and by one successful maneuvre seize the wondrous jewel which she conceals in her left hand.

Oh, Adversity, stern teacher, embittering life only to make it grand and heroic, for with all thy buffets thou dost love the winner.

Tyrants are stern teachers, who instruct without the intention of doing so, by trying experiments in compressing the masses, forgetting that expansion naturally follows upon the removal of the pressure, if not before. There is something antithetical in

the result of this teaching, the taught almost always taking a course diametrically opposite to that indicated. This is true of nations and families as well,—but of domestic tyrants we speak not, lest some one, recognizing his or her picture, should curse the artist; rather would we contemplate at a safe distance the cruel fathers of nations.

Heavily fell the hand of an emperor upon the brave men of Uri, Unterwalden and Schwytz in the olden time, so heavily and wrathfully that, if possible, it had crushed the very Alps, but the intense friction struck a spark in the hearts of valorous men, who, meeting secretly in the field of Rütli, in the august presence of mighty mountains, took the oath from which no man might free himself until Switzerland should be free from her invaders.

The beautiful "Bride of the Seas" has long been sitting solitary, smitten by the hand of still another Hapsburg, but the blow has at last reacted upon the hand that dealt it. Again does she assert her nationality, and the sails of swift-returning merchant ships are looming up in the distance. And *Venice* loves freedom better than ever before, more than her fame, better than her wondrous paintings and marbles, better even than her hundred isles whose fairy palaces are reflected from the blue waters of the Adriatic.

THE SEVEN LAWS OF TEACHING.—No. 2.

BY REV. JOHN M. GREGORY, LL. D.

SECOND LAW.

Get and keep the attention of your pupils, and excite their interest in the lesson.

MEANING.—This law seems, at first sight, double, since to gain the attention, and to excite the interest, are usually counted as quite different and distinct things. A little reflection will show them to be but the co-ordinate elements of the same act—each one being necessary to the existence of the other.

Attention may be either *compelled* or *attracted.* The former is exercised by an effort of the will; the other is given by gratified

sensibilities. The compelled attention, especially of children, is always weak and wavering, and often merely external. The little form assumes the attitude of attention, but the mind works unwillingly and under constraint; or, more frequently, wanders far away amidst other and more attractive thoughts. "Eyes have they, but they see not, and ears have they, but they hear not." The attracted attention is but keen-eyed pleasure seeking more gratification. It is unconscious of effort, and scarcely knows fatigue.

There are three somewhat distinct grades of attention. The *first* may be called physical attention, or that in which the external senses—the eye and ear—are lent passively to the teacher, while the mind inertly rests, or moves only as it is moved. The *second* is intellectual attention, in which the mind, unwarmed by any felt pleasure or personal interest in the subject, simply exerts enough power to follow and understand what is uttered. The *third* and highest form of attention is that in which the feelings are enlisted, and the whole man attends. Eye, and ear, and intellect, and heart, are lent to the topic with an interest that at once awakens and absorbs the whole power of the soul. Such as this is the attention demanded by our law, and such is the proper attitude and normal condition of the second party in the act of teaching the true learner.

PHILOSOPHY.—The first intention and reason of this law are too obvious to need discussion. However teachers neglect it in practice, all confess, in theory, that without attention the pupil can learn nothing. As well talk to the deaf or the dead, as to the wholly inattentive. A little attention to the psychological facts which underlie the law will exhibit in a clearer and more impressive light its vital and inevitable force and authority.

Knowledge cannot be passed, as a substance, from one mind to another. Thoughts are not things, to be held and handled. They are simply the acts of the invisible mind. Ideas (which are but the intangible products and results of thought) can be communicated only by inducing, in the receiving mind, action correspondent to that by which these ideas were first conceived. In other words, ideas can only be transmitted by being re-thought.

It is obvious, therefore, that the attention required is something more than a passive presentation of the pupil's mind to the teacher's ideas, as he passively presents his eye to the teacher's face. His mind must act; and just in proportion to the energy and completeness of its action will be the vividness and accuracy of the knowledge he gains. If the action is feeble and imperfect, the conceptions formed will be faint and fragmentary, and the knowledge gained will prove incorrect and easily forgotten.

The vigor of mental action, like that of muscular action, is proportioned to the strength of the feelings which prompt it. The powers of the intellect do not come forth in their full strength at the mere command of a teacher, nor even under some cold sense of duty. It is only when we "work with a will," that is, with a keen and hearty interest in our work, that we bring our faculties either of body or mind out in their fullest strength. It follows that the true attitude of the learner's mind is that of active, interested attention; that it cannot successfully learn in any other condition.

It is a most important remark that the elements of interest vary with the ages, and the stages of growth and culture, of the pupils. What interests the child of six years will not always interest the youth of sixteen.

Another equally important truth to be remarked is that the power of attention is proportioned very nearly to the years of a child; that of young children being weak and easily exhausted.

Such are the great fundamental laws of mind and thought on which this law of teaching rests. Its practical applications and rules are numerous and important. The following are some of the most obvious and practical:

Practical Rules.

1. Never begin the recitation or exercise till the attention of the whole class is secured.

2. Pause whenever the attention is interrupted, and do not go on till it is completely regained.

3. Never continue the lesson after the pupils show symptoms of weariness, and take care never to exhaust their power of attention.

4. Let the length of the time of recitation correspond to the ages of the pupils, making the lessons of young pupils very brief.

5. Seek by a pleasing variety in the exercises and illustrations to awaken the full power of the attention.

6. The attention of young pupils can usually be best gained by presenting something to the eye.

7. If you have any subject of more than ordinary difficulty or importance to present, do it only when the mind is fresh and unwearied, and after arousing the highest power of the attention.

The violations of these rules are among the most frequent and fatal errors of our schools. Lessons are often commenced before the attention of the class is gained, and continued long after that attention has ceased to be given. Pupils are still urged to listen and learn, long after their little power of attention is exhausted, and when weariness has sealed their minds against any further impression. Little or no heed is given to the varying ages and tastes of pupils, and the younger and older are often united in the same class and taught the same lessons in the same way. Only casual efforts, if any, are made to excite a deep and genuine feeling of interest in the lesson, or to select lessons or illustrations naturally attractive to the pupils. And finally, and worst of all, whatever of interest the pupil might naturally feel, is repressed by the dry and unsympathetic manner of many a teacher, and a painful disgust instead of a winsome delight in the lesson is created by the unskillful harshness which robs the pupil's mind of all desire and almost of all power to learn.

What wonder that through these violations of this most obvious law of teaching, our schools are made unattractive, and their success is so limited and poor! Let him who would win the highest and grandest results in teaching, give this law his profoundest thought and his most patient following.—*Sunday School Teacher.*

FOUND AT LAST!

THE age has long been looking for its great man. In the centers of intellectual activity, in the busy haunts of commerce, in the secluded study of the thinker, the faintest signs of

his appearance have been anxiously watched for. Many have been the false prophets, many a time has it been cried, "Lo! he is here!" and he was not. But while the nations have been looking hither and thither he has arisen in our own land, nay, in our State, nay, in the county of Berrien, even in the village of Buchanan. Henceforth prate no more ye dreamers of Athens, of Alexandria, of Padua or Badajoz, the center of learning, the emporium of knowledge, the perennial fountain of everlasting truth lies on the line of the M. C. R. R. Is it thought that the writer of these lines is over enthusiastic? then the contrary will soon appear, if his readers conceive that he is carried away by the greatness of his subject, they are right. Read the following from the *Buchanan Union* and gain some idea how a great man has appeared in our midst, what an unprecedented blessing has been bestowed upon our State:

"Prof. M. H. Carleton, A. M., LL. B., formerly Professor of Mathematics in the Albion College, will open a College in Collins & Weaver's Hall, in this village, on Monday next, Nov. 12, in which all branches of education will be taught. The Professor is a graduate of the Normal School at Ypsilanti, and of several Departments of the University of Michigan. He holds six Diplomas. We copy the following from the *Albion Weekly Mirror*:"

"PROF. CARLETON.—We have been informed that this gentleman, who has been engaged in the Albion College during the past year, is a candidate for the Presidency of a Western University. Prof. C. is a native of this State. While attending school, he was noted for his wonderful memory, repeating a page by reading it once, and for his intense application to study and his indomitable ambition. In going through the Normal School, and several Departments of the University, he evinced a rapidity and thoroughness in his studies that has never been equalled in this State, and we doubt if it has in the United States. He holds a Diploma from the Normal School; two Diplomas in the Department of Science, Literature and Arts of the University; a Diploma in the Department of the Law; a Diaploma in the Department of Chemistry, and three Certificates in the Department of Medicine. His executive ability is of the highest order. As a Metaphysician, he has no superior in the University; as a Mathematician, he is seldom excelled, and he speaks and writes seven different languages very fluently. He has had much experience as an educator. His life has been devoted to education. Wherever his services may be required as an educator, competent to the Presidency of a University, we cheerfully recommend him."

"The Professor is, without doubt, the best scholar of his age in the State, and we cheerfully welcome him, as an educator, to our village. For further particulars in reference to his contemplated college, we respectfully refer our readers to the *Union Supplement*, accompanying this issue of our paper."

Is not this enough to stir the deepest emotions and let loose a cataract—a very Niagara—of adjectives and adverbs? Every sentence—every clause, teems with suggestions. Six diplomas! When we know how difficult it is to obtain these treasures—how certainly they are bestowed upon the deserving and refused to charlatans and imposters, we can imagine how great the good fortune of the inhabitants of Buchanan in having the educational interests of their village in the hands of a man so sextuply sealed as Prof. Carleton, A. M., LL. B. We see in imagination, the Professor marching to the hall of Collins & Weaver, followed by six small boys (in single file), each bearing a diploma, and grown prematurely old under the sense of the sacred trust imposed on them. What a day for Buchanan, for Berrien County, for Michigan, for the United States, nay, for the Earth and the Universe!!

He is a native of this State! Think of it Michiganders! (A friend suggests that perhaps, after all, Prof. C. is a Michi-goose! We beg leave to state that we must emphatically scorn the envidious insinuation). Henceforth the list of great men and great benefactors must be headed by the name of Prof. Carleton, A. M., LL. B., who speaks and writes seven *different* languages *fluently*. It is such a comfort to know that the languages are different and that the Professor treats them fluently.

"In going through the Normal School, etc., he evinced a rapidity and thoroughness—" Is it possible!! Memory tides back to the time when the present writer was a member of the Normal School and the quiet of that secluded haunt was broken by the approaching footfalls of a certain Carleton. His progress was indeed rapid, for, if we remember rightly, he remained but a few short weeks, leaving at the earnest request of the Principal who was doubtless impelled to it simply by care for the Institution. Who can realize the consequences had such a gigantic scholar as Prof. Carleton, A. M., LL. B., been permitted to grow

up within its walls. A Normal School would but have whet the appetite of a man capable of digesting the "Presidency of a Western University."

"As a mathematician, he is seldom excelled!" We humbly submit that *never* and not *seldom* is the word. We remember distinctly with what lofty contempt Carleton treated the absurd attempts of the aforesaid Principal to induce him to study Botany. "A girl's study!" he exclaimed, with noble scorn. "I see more beauty in a *triangle* than I do in a *rose!*"

But it would require volumes to treat this great topic as it deserves and we must pause. In conclusion, let us recommend Prof. Carleton, A. M., LL. B., who "as a Metaphysician has no superior in the University," to the attention of all thinking men who scorn pretence wherever found—who desire to see education kept clear from the imputation of quackery and charlatanism, and who are convinced that the true scholar and the true teacher is a retiring and modest man, who will shun the doubtful good of newspaper publicity and commendation.

A REPLY TO J. G. ON MAP DRAWING.

MESSRS. EDITORS:—In a late number of the *Michigan Teacher* there appears an article signed "J. G.," in which the writer gives his views on Map Drawing. We hail with pleasure any contributions to your excellent journal which may tend to awaken an interest in this much neglected subject. We do not propose, however much it might aid us in the analysis, to inquire into the *animus* with which "J. G." writes. If it were personal and mercenary, we should follow one line of interpretation; if catholic and unselfish, quite a different one. We will assume then that the article in question was not provoked by the recent or *anticipated* publication of any work on map drawing, but that it was, in all honesty of purpose, intended to benefit teachers and aid them in conducting this exercise.

Let us proceed at once to an examination of what he calls the "principles which should underlie map drawing."

"1. It must provide for the representation of every order of geographical facts." What does he mean by "orders of geographical facts?" The order includes the genus, and the genus the species. He must therefore mean *all* geographical facts. Now map drawing, as I understand it, is the art of reproducing maps. Are we to infere that map drawing is to provide for the representation of more facts than the maps themselves? We cannot *re*produce that which was never produced. This is as self-evident a proposition as that "the graphic representation of a concept cannot precede its formation,—geographical forms cannot be drawn unless they are known;" and therefore we need not occupy *another* half page in demonstrating what "J. G." has already so abundantly proved. Do maps answer the requirements of this "principle?" Maps do not provide for the representation of the position, size and motions of the earth. They do not indicate the civil and social conditions of its inhabitants, nor the population of the different countries, cities and towns.

Then, from all these considerations, we conclude that "principle" one is not true.

"2. It must be the result and sign of the possession of accurate concepts of the thing drawn. The pupil must draw a coast or river in a specific direction, not because so directed by an arbitrary rule, but because he knows it has that direction."

We were not aware that surfaces were invariable in position. Neither can we see how a pupil can draw a line in a southeasterly direction upon a vertical blackboard. All such "directions" or points of compass are relative, and must be determined by arbitrary rules. It is but begging the question to say that the pupil may be guided by lines of latitude and longitude, for these are themselves drawn by arbitrary rules; and as the greater always includes the less, we infer that a coast or a river cannot be drawn upon a given surface, except by an arbitrary rule.

"3. *The data from which the pupil works: all his aids must arise from the nature of the subject itself,—must be purely* GEOGRAPHICAL."

Then, reasoning from analogy, all his aids in drawing the forms of leaves must be purely *botanical*. He must not associate

these forms with, or draw them by the aid of any mathematical figure, for that would be *mathematical* and not *botanical*. It is the height of absurdity to affirm that one science or art may not become subservient to another.

"4. *The demand upon the memory must not be excessive.*" Of course not. "*Nor should time be wasted in fixing data which have value, not in themselves, but solely in relation to the special process employed.*" Certainly not. Time should be *saved* by fixing data. All the laws of relative suggestion are dependent upon "fixing data which have value not in themselves;" and to deny this principle is to deny the existence of one of the essential laws of mind.

Having shown that these "principles" have no foundation in fact or in philosophy, it would be a waste of time to follow the writer in his application of them in testing the value of various systems of map drawing. He says: "The methods fail to accord with the principles above stated." How unfortunate for those eminent authors, Agren, Löhse, Canstein, and Dr. Kapp! to say nothing about those "men who are not even by the most liberal interpretation of the word, Pestalozzians," and who have, in so short a space of time, created such a "furore" throughout the country, on the subject of map drawing. This "furore" is but another evidence that small men can make a great commotion.

It would be unreasonable to ask your readers to judge of the comparative value of the systems of map drawing used in the old world, systems which but few have seen or will see.

The systems employed in this country are:

1. Copying by means of plates prepared with parallels and meridians.

2. Triangulation.

3. The circular system.

The last method has received especial attention at the hands of "J. G." It is true, the author's name does not appear except in connection with a single line, yet at least half a page is taken up in a direct, and a page or more in an indirect attack upon the system, which is stigmatized as "in the first degree arbitrary and unphilosophical." "Prof. Ripley" is whipped over the back of

Dr. Kapp who, living afar off, may be considered indifferent to, or even insensible of the castigation. "The third class," says "J. G." "uses one figure for all maps, and as the geographical relations of no two countries are the same, this method is in the first degree arbitrary and unphilosophical;" that is, if a single figure is employed to aid in delineating two or more figures or forms which have not the same relations, it "is in the first degree arbitrary and unphilosophical." To illustrate, if I wish to draw an octagon, a triangle and a circle, figures quite different and which have not the same mathematical relations, and I should use a square to assist me in the process, cutting off its corners to form the octagon, bisecting it by a diagonal to form a triangle, and inscribing the circle in the octagon, I should be proceeding in a very arbitrary and unphilosophical manner!

"The method by geometrical construction fails to provide for the delineation of all geographical facts, because [note the argument!] so much time is spent in learning to construct the figure that but little time is left for anything else," *i. e.* it fails to provide a *way* because no one has *time* to walk in it.

"The work is not merely mechanical, unintelligent (?), but actually induces false ideas."

Perhaps if "J. G." had not been in such overzealous haste to forestall public opinion by statements regarding a work he had never seen, which he *knew* was soon to be published, which was advertised as in press, and which is now in circulation, he would not have been led into so many errors. How are we to account for the fact that he writes in condemnation of a work *about to be published?* Was there any such pressing demand for his views that he could not defer the subject a single month? Why make such extensive quotations from a little pamphlet printed four years ago, and which was never intended for general circulation?

What are some of these "false ideas?" "As the lines of latitude and longitude are not present in a majority of these plans, accurate knowledge of location cannot be acquired." We reply, the lines of latitude and longitude are not only present on all the maps of "Ripley's System of Map Drawing," but simple and easy rules are given for their construction, so that "their N.E. is *not* really E., their E. is *not* S.E.," &c. "Ripley's Map

Drawing" does provide for the representation of all the geographical facts usually found in school atlasses, not excepting even those of Physical Geography. Its data are in the highest sense geographical. Its very element is a straight line given the one of the most fundamental geographical data, that of points of compass. Four straight lines, giving the eight points of compass, are cut off by the circumference of a circle furnishing lines of equal length to indicate not only relative but actual distances. The circle thus developed is made the basis of delineation, and is so arranged that a large number of important and characteristic points, capes, rivers, &c., occupy like prominent and striking positions in the figure.

"The pupil," says "J. G.," "learns many things simply on account of their relation to the figure." It is a fact which few will deny, that we often obtain more accurate conception of the relation of two objects by the intervention of a third, than in any other way. The use of a figure to establish such a relation is strictly philosophical.

"It is not denied," says "J. G." in conclusion, "that accurate maps can be produced." Perhaps the facility which this new system affords for drawing accurate maps with rapidity and from memory, will account for the *furore* for this exercise, which, he says, "has, of late, been so great that pupils are in danger of acquiring such proficiency in map drawing as to leave them almost wholly ignorant of geography," a remark which he hastens to qualify, lest it admit too much for the system, by a direct contradiction, "it is too little employed, too much restricted," &c.

So universal has the failure to produce accurate maps been, that these disciples of Pestalozzi are now ready to cry "sour grapes," and claim that accuracy is not a thing to be desired!

"So much time is spent in learning to construct the figures." How much time does it require to learn to describe a circle and draw four diameters? Do we discard geometry because so much time is spent in learning to construct figures?

It is a matter of regret that the writer's versatility of genius, and his fluent and luxuriant speech, were not sustained by better logic. Men often dogmatize most when least supported by reason. Will this account for such positiveness and such repeated

use of the imperative must? "It *must* provide." "It *must* be the result." "The pupil *must* draw." "All his aids *must* arise"—"*must* be purely." "The demand *must* not be." "The method *must* be." Seven *musts* to five principles! Will this account for such constant reference to "personal experience?" "Facts testified to by personal experience;" "the writer has used it with gratifying success;" "my own experience with it has been quite favorable;" assertions which prove nothing, and which have no influence whatever except with the unsophisticated, who are prone to accept dogmatism and pedantry for sound logic.

E.

Resident Editor's Department.

EDITORIAL NOTES.

TO OUR SUBSCRIBERS.

THE MICHIGAN TEACHER closes its first volume with the present number, and most of the subscriptions expire with the close of the year. As we have determined to continue its publication another year we very much desire that its present patrons shall continue their support. Our readers will bear witness that we have never been very importunate in this matter. From the very beginning we reasoned that if *The Teacher* should prove itself worthy of support it would receive encouragement from those for whose benefit it was published. At the first very few had faith in its success. Many were willing that it should live if it could, but did not care to exert themselves positively in its behalf. Others were rather more than willing that it should die, and possibly sought to hasten its exit. But after this year of trial we think *The Teacher* has demonstrated its love of life, and its ability, even under many discouragements, to prolong its own existence; and now we feel at liberty to request what we have not before asked, that all the true teachers in our State interest themselves *earnestly* and *constantly* in the support of this journal. We have an earnest hope that our present subscribers will move vigorously in this matter, that they will not only renew their subscriptions promptly, but that they will actively canvass for new subscribers. The principals of our larger schools have it in their power to do a great deal for *The Teacher*. If so inclined it will be an easy matter for them to secure the support of their assistants; and if all would do what they might, and what we think they ought, fifteen hundred names can be placed upon our books for the next year. See Prospectus on fourth page of cover.

STATE TEACHERS' ASSOCIATION.

The Annual Meeting of the Michigan State Teachers' Association, will be held at Kalamazo, December 26, 27, and 28th, 1866.

PROGRAMME OF EXERCISES:

WEDNESDAY EVENING, Dec. 26, 1866.—Address by Rev. E. O. Haven, LL. D., Pres. of Michigan University. Subject: *The School, The Pulpit,* and *The Press.*

THURSDAY, Dec. 27, 9 A. M.—Organization, appointment of Committees, and miscellaneous business.

10 A. M.—Paper, by J. A. Banfield. Subject: *The Teachers of our Common Schools, and Facilities for their Professional Education.*

11 A. M.—Paper, by Prof. Andrew Ten Brook, of Michigan University.

2 P. M.—Paper, by Prof. John Goodison, of the State Normal School. Subject: *Analysis and Synthesis.*

3 P. M.—Discussion. *"Do we need another Normal School?"*

4 P. M.—Paper, by Prof. Edward Olney, of Michigan University.

THURSDAY EVENING.—Address, by Rev. Geo. B. Jocelyn. Subject:—*Woman—Her Education.*

FRIDAY, Dec. 28, 9 A. M.—Reports of Committees, and Election of Officers.

10 A. M.—Paper, by Prof. E. L. Ripley, of the State Normal School.

11 A. M.—Discussion. *The Modifications needed in the Preparatory Course for College.*

2 P. M.—Paper, by Prof. J. Bengel, of the State Normal School. Subject: *The Co-education of the Sexes.*

3 P. M.—Address, by Rev. Silas Bailey, D. D., of the Kalamazoo Theological Seminary.

FRIDAY EVENING.—An Elocutionary Entertainment, by Prof. Allen A. Griffith, of Batavia, Illinois.

The Executive Committee most earnestly invite the Teachers of the State to attend this meeting of the Association. Past experience has shown that these annual gatherings of Teachers and friends of education are sources of great good, awakening professional enthusiasm, inspiring higher motives, leading to nobler efforts and greater successes. The time of the meeting is probably the most convenient that can be chosen. The place is easily accessible, and a large attendance is a reasonable expectation. Ladies will be provided with places of entertainment without charge.

C. V. R. BELLOWS, *Secretary.*

WILLIAM H. PAYNE, *President.*

YPSILANTI, Dec. 1, 1866.

EDITORIAL ARRANGEMENTS.

Prof. John Goodison, of the Normal School, will assist in conducting *The Teacher* during the next year. We are deeply indebted to him for valuable services during the past year, and without his aid we could hardly

have gone on with this work for the last three months. Our correspondents will receive prompt attention by observing the following arrangement:

Communications relating to the Editorial Department should be sent to the Resident Editor; those relating to Advertising to C. L. Whitney, Dowagiac; and those which relate in any way to Subscriptions, change of Address, missing numbers, etc., to John Goodison, Ypsilanti.

CONTROVERSIAL.

The cause of truth is always promoted by a candid statement of opposing views. We rather enjoy the controversies in which several of our contributors are engaged; and knowing them to be men who state their opinions frankly and fairly we commend these discussions to the attention of our readers.

SCIENTIFIC LECTURES.

Rev. John D. Parker, M. A., B. D., of De Kalb, Ill., will deliver a few courses of Lectures on topics connected with Physical Science, during the coming lecture season. He is also prepared to deliver a special course of Class Lectures on Meteorology before our higher institutions of learning. For terms, etc., address Mr. Parker, De Kalb, Illinois.

JUST OUR SENTIMENTS.

No Magazine like ours can be so conducted as to please everybody, or be managed without dealing with subjects upon which there are wide differences of opinion. We shall in all cases try to give the results of unprejudiced examination and the fruit of real convictions. The pages of our journal shall always be open to a fair discussion. We are far from infallible ourselves, and we are not aware of having any contributors who claim infallibility. At the same time we never mean to hesitate to express distinct opinions on all subjects, where the good of the cause of education requires it; and in cases where pecuniary interests of any kind are involved, we should not be worthy of our place if our readers could not rely on our entire impartiality.—*Mass. Teacher.*

"ONE'S MEAT IS ANOTHER'S POISON."

"Originality *versus* Plagiarism," in our last number, has elicited the following from two of our esteemed friends who are interested in the sale of books:

* * * * "The one article under the head of 'Originality *versus* Plagiarism,' is worth, alone, the cost of *five* numbers of *The Teacher*. I am glad to see that some one has both the ability and disposition to commence the exposure of some of the *literary thieves* who are making fortunes out of the sale of these plagiarisms. * * * Common justice demands the exposure of all such men. I hope, therefore, that the author of the article alluded to will continue in the great and good work he has so well commenced, as by so doing he will soon gain the reputation of a *public benefactor.*"

Per Contra.

"You have 'gone and done it' at last sure enough. Of course, poor mortal authors, publishers, and agents will stand *back* hereafter, until they shall have been invited *forward* by the writer of 'Originality *versus* Plagiarism in Text Books, etc.' in the last number of *The Teacher*. * * * I would suggest that you owe it both to the *writer* and them he has so summarily disposed of, to give his name in the next number of *The Teacher*. I think Barnard will do well to get his *pictur took* at once, and a biography of him for the Am. Jour. of Ed. Do send his name and address to Barnard at once."

WANTED.

We still want copies of *The Teacher* for January, 1866, for which we will pay a very liberal price; also, Vol. 2d of the *Michigan Journal*, or single numbers of the same, and the numbers for June, September, October, and November of Vol. 4, 1857. Any or all of these are of special value to us, and we will thank our friends to aid us in securing them.

UNPAID SUBSCIPTIONS.

We desire the year's account to close as favorably as possible for us, and to this end we invite those who have not yet paid their subscriptions to remit them at once. The amount in each case is a small one, but the aggregate will go far towards making "both ends meet."

BOOK NOTICES.

WILLSON'S INTERMEDIATE SERIES—THIRD AND FOURTH READERS. New York: *Harper & Brothers*. pp. 216, 312. *John H. Rolfe*, Gen'l Agent, Chicago, Ill.

"Of making many books there is no end." Especially is there no end of making school books, and probably there ought not to be; yet, when we reflect upon the almost numberless textbooks upon the same subject, so similar in character as hardly to be distinguished from each other except by the imprints of their respective publishers, we are inclined to call in question the absolute need of this profusion. How many different series of Readers are now before the public, we have not the means of determining. That there are many, and that most of them are similar in all important respects, we need not even stop to assert. With one or two exceptions, there seems to have been no effort to construct a series of Readers upon a plan so peculiar as to entitle it to particular distinction. Mr. Willson, however, has departed so widely from all previous compilers of reading books that his *School and Family Series* is entitled to special consideration, and must be judged according to the peculiar principle involved in its construction.

In most cases, a large portion of each child's school life is spent in company with his reading book. So constant is this companionship, and so potential the influence of this silent teacher, that the child's opinions

ments and tastes are so positively moulded as to be but slightly modified by the experience of maturer life. The thought in Mr. Willson's mind seems to have been: "Can not this golden opportunity be more wisely improved?" "Can not the attention of pupils be turned from that which is so entirely miscellaneous, and be directed to the systematic perusal of the great facts of Natural Science?" Or, to state the matter more concisely, "Can not the child accumulate valuable knowledge at the same time that he is learning to read?" If we understand the matter rightly, Mr. Willson thinks these two objects can be accomplished simultaneously, and this conviction has determined the peculiar features of the "School and Family Series."

In the discussion of this matter, one fundamental principle in education can be admitted without hesitation,—*Every department of human knowledge has its primary grade.* The study of every science may begin in the primary school, and, by suitable gradations, may be pursued through the successive departments. But the admission of this truth does not settle the matter under consideration. The facts of Natural Science can be taught in schools of every grade, but shall they be taught in this particular way, in conjunction with something which is the especial object in view? Does this attempt to teach incidentally the facts of Natural Science materially interfere with the primary object—learning to read?

It may be observed, *a priori*, that mankind in general, and children in particular, object to disguises of any and every kind. We do not take kindly to systems of morality partially disguised by fiction. The very attempt to smuggle such truths through the portals of reason and reflection, if detected, is instantly resented, and we at once place ourselves on the defensive. In such cases children do not stop to analyze the matter, yet they submit to the process under protest, and yield an unwilling assent to truths inculcated by such a *ruse*. This seems to be the bane of children's literature, particularly of the books composing a modern Sunday School Library. We think we hazard little in saying that this is a very questionable way of communicating divine truth, and that its most decided tendency is to create an unhealthy desire for works of fiction. These observations have some bearing upon the matter in hand, inasmuch as the child very well knows that there is a studied attempt to teach him Philosophy, Chemistry, Botany, &c., under the guise of learning to read.

Again, we might suspect that such a systematic course of instruction would not admit of variety enough in the reading exercises, and that there would be an especial dearth of pieces of an emotional character. Under such circumstances, reading would degenerate into an exercise almost purely mechanical, in which there is scarcely a possibility of proper elocution.

We think experience in the use of the books in which Mr. Willson's original plan has been rigidly carried out, has verified the positions stated above. Especially are we confident that this plan fails in presenting that variety of reading matter which is absolutely necessary in order to hold the attention and arouse the emotions. We believe that those who have used the regular books of this series, have generally found that the plan has this disadvantage; and we are confirmed in this belief by the fact that in his *Intermediate Series* Mr. Willson virtually abandons his system. Instead of

the regular and almost interrupted course of instruction in Natural Science, the two books now under consideration are largely composed of pieces of a miscellaneous character, such as will inevitably interest the pupil. Of the 312 pages in the Fourth Reader, 48 are employed in explaining phenomena in insect life. This portion of the book has been prepared with great care, and the topics are so pleasantly presented, and the illustrations are so beautiful, that we have very little occasion, and still less inclination, to find fault with its execution. In both Readers the articles have been selected with rare discrimination. They are sprightly in character, pure in sentiment, and are set forth with beautiful illustrations. The last feature mentioned deserves special commendation. Children love beautiful pictures, and they may be made to serve a very useful purpose in instruction. To be truly valuable, however, they must be well executed, and must represent subjects worthy of attentive study. In both respects, the illustrations in these books are superior to those contained in any other series. Another noticeable feature is the system of notes, which are designed to explain the meaning and literary character of the several pieces. All things considered, we regard these two Readers as the very best of their kind yet published; and we hope that Mr. Willson will continue the series to at least another number, and render it complete by the compilation of two or more primary numbers.

GUYOT'S GEOGRAPHICAL SERIES.—Primary.—*Charles Scribner & Co.* New York.

The present is the first book of Prof. Guyot's long promised series. It is the work of two authors, Prof. Guyot writing the introduction and making the maps, Mrs. Smith, of Oswego, preparing the text. In the introduction, Prof. Guyot states his views of the manner and measure of geographical instruction. It is written with the author's usual clearness and vigor. Many exceptions might be taken to the opinions there advanced, but they need a more comprehensive discussion than can be given in a passing notice. Teachers should by all means give the author's views earnest attention and careful thought.

The maps are the chief merit of the book. It is quite refreshing to open for once an elementary geography without finding it embellished with the old, barren, meaningless political maps,—the dry bones with which too many children are condemned to satisfy the appetite for a knowledge of the earth. Here we have no parti-colored abominations, productive of countless false ideas and ineradicable misconceptions, but maps drawn and colored to represent the earth's surface as it really is. It must be amusing and yet at the same time annoying to Prof. Guyot, to see the lame attempts at appropriating his ideas and results, made so unblushingly in some recent issues. They steal,—it is plain Saxon, but plain truth also,—they steal his mode of coloring, steal his style of mountain shading, yet, being but bunglers at their work, produce so-called "physical maps," which might well be the work of a lunatic when laboring under a peculiarly strong attack of his malady. We are glad to notice that Prof. Guyot adopts Mercator's projection when presenting the entire surface of the earth; first, because we are convinced that

it is beyond all question the best for the purpose, and second, because it is a pleasure to have this conviction confirmed by so eminent an authority.

The text is somewhat indifferent, and we regret that Prof. Guyot did not put his own pen to the work. The authoress seems to share in the unfortunate delusion about "writing down to the capacity of children," and while attempting to be child-like succeeds only in being childish. Yet the beautiful maps, and the new direction they give to geographical teaching, would save a far worse text than this, and we earnestly recommend the book as the only Primary Geography existing which can with any propriety be put into the hands of a child.

— Mr. J. W. Bulkley, Superintendent of the Brooklyn Public Schools, has our thanks for a copy of his valuable Report for 1866. Sup't. B. gives some valuable thoughts upon Oral Instruction and Training —and his able treatment of *Truancy, School Discipline* and *Moral Culture* are of great value to all teachers who are inquirers in this field.

— *The Herald of Health*, conducted by Geo. W. Bungay, and published by Miller, Wood & Co., New York, has been received. It is ably conducted, and devoted to physical culture, bodily development and the laws of life.

BOOKS RECEIVED.

DR. SMITH'S PRINCIPIA LATINA. Part II. New York: *Harper & Brothers.*

THE PRIMARY UNION SPEAKER. By *John D. Philbrick.* Boston: *Taggard & Thompson.*

OUTLINES OF A SYSTEM OF OBJECT TEACHING. By *W. N. Hailman, A. M.*

CHRISTIAN ETHICS; or THE SCIENCE OF DUTY. By *Joseph Alden, LL. D.* New York: *Ivison, Phinney, Blakeman & Co.*

RIPLEY'S SYSTEM OF MAP DRAWING. By *E. L. Ripley.* New York: *A. S. Barnes & Co.*

EDUCATIONAL INTELLIGENCE.

MATTERS AT HOME.

HISTORY OF NORMAL GRADUATES.

(Continued.)

SEVENTH CLASS, 1859.—Andrew Campbell—May have taught some—but has left the calling and is now farming.

James L. Wilbur—Never intending to teach, went from School to the farm where he has remained, and is now engaged in farming and cheese making, near Farmington.

Clark S. Bennett—Began teaching at New Baltimore, soon after graduating. Since which time nothing is particularly known, but he is still supposed to be teaching.

Calvin J. Thorpe—Has taught more or less of the time, at Little Prairie Ronde and Union City, and we have learned that he is still teaching.

Ruth Houghton—Taught and is still teaching in Ohio, at or near Toledo.

Martha Hammond—Went to Maryland soon after completing her course. Taught there five terms with good success. At the breaking out of the rebellion she came home and taught in this State until nearly a year since, when she married Capt. Hempstead, of the 2d Cavalry, and resides at present in Marshall.

Orphie Littlefield—Taught for a time at St. Clrir, and has recently been teaching in the Cass Union, at Detroit.

Sarah A. Mowry—Died of the fever soon after she left school.

Geraldine Price—Engaged in teaching, for a time after graduating, at Utica. Then went to California; taught for a time in San Francisco,—and closed her career as teacher by marrying a young lawyer in the above city.

Ann M. Phillips—Taught until about three years since, when she married Mr. Bacon, a farmer, near Ypsilanti.

Mary P. Whitney—Taught the first season after leaving the Normal, in Tecumseh, since which time she has been at home in Toledo.

EIGHTH CLASS, 1860.—Malvin W. Dresser—Returned to his home at Lyons, where he studied law until the breaking out of the late civil war; then entered the army as First Lieutenant, in the 15th Mich. Infantry. Following the fortunes of this regiment, he fell at the head of his company while leading them at the battle of Pittsburg Landing. Among *fallen braves*, none merit higher honor than this Normal Graduate, a Michigan sacrifice to the principles of free government.

John Goodison—Taught for a time at the Normal, instructing the younger pupils of his Alma Mater. Marrying one of her daughters he went to Eaton Rapids, where he put into good working order the Union School, of that place. At the close of the year the State Board of Education recalled Mr. Goodison to the State Normal School, and gave him charge of the classes in Local Geography, Arithmetic and Drawing. Under Mr. Goodison's direction the departments of Geography and Drawing have become prominent features in our Normal School, and reflect credit upon his name. Mr. Goodison has become a useful lecturer at Teachers' Institutes, is a prominent worker and officer in the State Teacher's Association, and has lately given the public a valuable work entitled "DRAWING FROM OBJECTS." The State does well in retaining Mr. Goodison's services.

Frances A. Buck—Has spent one or two years in teaching in Oakland County, Michigan; a year or more at Mt. Clemens, and a short time in Washtenaw County. At present Miss Buck is at Houghton, still laboring in the Teachers' vocation.

Permelia E. Durfee—Taught for a time, and is now married.

Olivia M. Tibbits—Has been a successful teacher in the Detroit Public Schools until a short time since, when she married and went to St. Louis, where she now resides.

Adelia J. Houghton—Has taught, since graduating, near Toledo, Ohio.

Nancy J. Dean—Went to teach in the Detroit Public Schools where, it is thought, she still labors.

Hannah L. Lane—Is thought to be teaching, but nothing is known

Emily Hough—Was lately teaching music, at Saginaw City.

Emeline A. Newman—Taught for a time, but nothing has been learned of her present locality or work.

Jane L. Rorison—Followed teaching, with success, for some time after graduating; has lately married and lives at Bay City.

Elizabeth Walz—Taught for a time at Monroe, has since taken a high place in the Detroit Schools, where she still remains.

NOTE.—This portion of the history might have been fuller had we received prompt and full replies from those written to for facts.—*Com.*

MARSHALL.

We have received from Mr. Banfield, Principal of the Public Schools, his general report for the year to October 26, from which we make the following extracts:

Number of pupils between the required ages, as shown by last census, 1374; number of non-resident pupils, 11; whole number enrolled, 787; average number belonging, 592; average daily attendance, 517; aggregate tardiness, 437; per cent. of attendance, 86½; cases of corporal punishment, 27; number of visitors, 65.

DOWAGIAC.

From the last report of the Principal, we select the following items:

Whole number of children between the required ages, as shown by last census, 650; whole number enrolled in school, 500; number of non-residents 37; average number belonging, 426; average daily attendance, 386; aggregate tardiness, 14; per cent. of attendance, 91; number of visitors, 253.

Miss Emma Hunsiker, of Bellevue, and Miss Florence Swain, of Hastings, have become teachers in the Union School.

HASTINGS.

Mr. W. J. Stewart, late of the University, has taken charge of the Union School of this place.

DECATUR.

Miss Helen F. Williams, a graduate of the State Normal School, has been elected to a position in the public school.

ADRIAN.

Miss M. Thompson, a teacher in the Ypsilanti Union Seminary, has accepted a position in the public schools of this city.

STATE AGRICULTURAL COLLEGE.

This Institution, under its present able management, is constantly increasing in efficiency and popularity. It is without doubt at the very head of all similar institutions in the country. We take the following items from the last catalogue:

Students in Senior Class, 2; Junior, 5; Sophomore, 12; Freshman, 28; Preparatory, 51; Select Course, 10; Total, 108.

ANN ARBOR.

Dr. Armor, of the Medical Department of the University, has recently been appointed Professor of Therapenties, Materia Medica and General Pathology, in Long Island College Hospital. This appointment will not deprive our University of Dr. Armor's services. His new duties will occupy his time during only a couple of the spring months.

YPSILANTI.

From the Principal's report for the year ending October 26, we take the following items:

Number of children enrolled in the district, as shown by last census, 1506; whole number enrolled in the schools, 948; aggregate tardiness, 1020; average number belonging, 760; average daily attendance, 825; number of non-resident pupils, 100.

GRAND HAVEN.

Mr. Taylor has resigned his position as Principal of the Union School, on account of ill health.

NILES.

Some scoundrel attempted to burn the school building in Niles, just north of the M. C. R. R. depot, one day last week. He gained entrance by raising the window, and then collected the books, maps, and other combustible material in a pile in the center of the floor, and fired them. But a few feet of the floor burned, and the fire died out. The loss was trifling. The perpetrators have not been discovered.—*Cassopolis Democrat.*

CONSTANTINE.

The Union School has now been in progress nine weeks. There are about 260 pupils in attendance upon the different departments, with an average of 250. The school officers and parents give the school their cordial support and the children take a deep interest in their studies. The following are the teachers: E. G. Reynolds, High School Department; Miss Mary A. Prowdley, of Jonesville, Grammar School; Miss S. Almira Brown, of Lockport, New York, Intermediate Department; Miss Lottie E. Knowlen, Primary Department.

ALBION.

The Commercial College, of which Mr. Ira Mahew is President, is constantly growing in popularity, and offers as good facilities for acquiring a business education as can be furnished by any similar institution.

The exhibition of the Sophomore Class, of Albion College, will occur on the evening of Dec. 4, 1866. The Winter Term will open Dec. 5, 1866.

SARANAC.

The Union School opened on the 9th, under the charge of Mr. J. A. Strange, of Lansing, assisted by Miss Mary J. Shaw, and Miss Emma Pettibone, of Grand Rapids.

BELLEVUE.

The Union School opened October 1st, with a full attendance, under Mr. A. J. Wood, assisted by Mrs. A. J. Wood, Miss Nellie Waldo, and Miss Cyntha Fero.

THREE RIVERS.

Mr. Clark, Principal of the Union School, publishes a report in the *Reporter*, showing the scholarship, attendance, etc., of the students in the High School.

COLON.

Mr. Winchell, recently of Kalamazoo High School, has become Principal of Colon Seminary.

HOUGHTON.

The annual catalogue, for the year 1865–6, has been received. Mr. W. P. Sydnam is Principal of the Public School, with seven assistants. The aggregate attendance was 730. There is a well arranged course of study for the several departments, and the school seems to be prospering finely under its accomplished teachers.

MATTERS ABROAD.

AMERICAN.

MASSACHUSETTS. — The twenty-second Annual Meeting of the State Teachers' Association, commenced in Tremont Temple, on the 11th of October, 1866. We take the following account from the *Mass. Teacher*, to which we invite the special attention of our readers:

"THE MEETING. — Whatever doubts were entertained as to the possibility of a repetition of last year's success in regard to the meeting of the State Association have been dispelled by the still greater success of the meeting which closed its session on Saturday the 13th. In point of numbers, and in the character of the exercises, it was more than on a par with the great gathering of last year. We believe it is the beginning of a long succession of such gatherings, and that henceforth, as our country settles down to works of peace, and the air becomes clear after the terrible storm of war; — after the wreck and rubbish of half-way friends and treacherous betrayers of freedom shall have been wholly cleared away, and the mind of the nation is left free to turn itself to those questions which relate to the safety and true welfare of its institutions, the question of popular education will take a higher place in men's esteem than it has ever yet done. It will be seen that the proportions of the subject are but half developed, and that in magnitude and importance it yields to none that can occupy the minds of a free people.

The interest shown by the public in all educational questions is a symptom of this change. Twenty-five hundred people cannot be gathered together to discuss any subject it may please any man or body of men to

propound; nor will twenty-five hundred people of any particular calling or profession be willing to spend their time in discussing subjects connected with that profession, unless there is a great deal of life, and a strong desire for improvement among them. Whether we view it as a symptom of increased interest among teachers themselves, or an evidence of the interest of the public in the subject, we cannot but congratulate our friends on the great success of the meeting."

MAINE. — This State is to have an Educational Journal, conducted by the Principal of the State Normal School.

MARYLAND. — A State Normal School was opened in Baltimore, Jan. 15, 1866, under the charge of M. A. Newell, Principal, with four assistants. The first catalogue shows an attendance of 40 ladies and 8 gentlemen. Of this number 14 graduated.

PENNSYLVANIA. — There exists in Philadelphia an Institute for the education of colored youth, which is admitted to take rank with the first class academies of the Eastern cities. It has 181 pupils who pursue all the studies usually comprised in a course of English and Classical studies. The recent commencement is described as especially interesting. Compositions were read and declamations delivered upon "The Essential Feature of a Republic," "The Education of Women," "The New Rome," etc. They were throughout thoughtful, and well written. This School, known as the Shippen Street Colored High School, owes its origin to Richard Humphreys, a Quaker, who, in 1832, left $10,000 in trust for this purpose. This is as significant a fact in one direction as the election of Mr. Maurice in another.

FOREIGN.

PRUSSIA has an area of 81,664 geographical square miles, and a population of 18,491,220. The last educational report gives 24,703 Public Elementary Schools, with 36,783 classes, 33,617 male and 1,755 female teachers. In a population of 18,491,220 there are 3,090,294 children due by law to the schools. Of these, 2,875,835 attend the Public Elementary Schools, 84,021 Private Confessional Schools (schools supported by religious bodies). The greater part of the remainder resort to the higher institutions while others receive home instruction. There are now 47 public Seminaries for educating teachers, 3 private, 2 in process of organization, 2 special courses for teachers in Buton and in Reichenbach, making altogether 54 institutions. With such an educational force as this there is little cause to wonder at the "Progress of Prussia."

THERE lately died at Iserlohn, an elementary teacher who had won the love and respect of his fellow citizens by great zeal and activity in his profession. Soon after his death the richer citizens met together and insured his family a yearly support of $500, for ten years.

BERLIN has 199 Public Schools, attended by 58,667 children, taught by 1664 teachers, of whom 471 are ladies. The city has 544,000 inhabitants.

THE Rev. Frederick Dennison Maurice has been elected Professor of Moral Philosophy at the University of Cambridge, England, filling the vacancy caused by the death of Prof. Grote, brother of the Historian. This election is noteworthy in many respects. Mr. Maurice is a graduate of Oxford, and was appointed over the heads of ten other candidates, all Cambridge men. Mr. Maurice is a leader of the liberal or Broad Church party in the English Church, and was removed from his post in King's College by the influence of the Low Church party working through his brother Professor, Dr. Jelf. His election is an unexpected and gratifying endorsement of the right of free thought; the more remarkable when we recall the outcry raised some years ago at the publication of "Essays and Reviews!" Moreover, Mr. Maurice is an energetic advocate of the rights of the laboring class and has been very active in organizations intended to promote their education and social advancement, such as Working Men's College and the Co-operative Societies. He is also a firm believer in the higher education of Women, and was one of the most active workers in the foundation of Queen's College. All these things are contrary to the aristocratic prejudices of Cambridge, and his election shows how much the spirit of the time can effect in overcoming the traditions of such a stronghold of conservatism.

SCIENTIFIC ITEMS.

—An Editorial friend furnishes us the following memorandum respecting the recent "Meteoric Showers:"

—The night of the 12th and 13th closed in with a heavy *stratus* cloud in the south, which by midnight obscured the whole heavens. Before 3 A. M. it broke away in the region of Leo, and I observed meteors at the rate of about 25 per hour. Had the sky been perfectly clear perhaps the number would have been doubled. Two-thirds of these radiated from the Sickle. The night of the 13th and 14th was stormy. The heavens were entirely obscured with a *nimbo-stratus* cloud, with a south-east wind blowing, about (4) or (5) measured by the Smithsonian Scale.—*J. D. P., De Kalb, 58 miles due west of Chicago.*

—The jawbone of a Mastodon was discovered recently in Cohoes, N. Y. It was buried in a peat bed at a depth of nearly thirty feet. Further excavations brought to light the tusks, spine, upper jaw, ribs, shoulder blades, etc. These additional remains were about fifty feet below the jawbone first discovered. The tusks were nearly six feet long and nine inches in diameter. The ribs, fourteen in number, measured between four feet and four feet nine inches. The upper jaw bone is four feet nine inches long. The hip bone weighs 100 pounds and measures five feet; the shoulder blades are two feet nine inches long and weigh 50 pounds. The leg bone, at the knee joint, has a diameter of thirteen inches and the vertebra of eight inches.

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